University of Glasgow

Masaoud, Alzobair A. Yahya (2026) *Adjective-preposition patterns realising appreciation: a local grammar approach.* PhD thesis.

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Adjective–Preposition Patterns Realising Appreciation: A Local Grammar Approach

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Degree of Doctor of Philosophy

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June 2026

Abstract

This thesis investigates how Appreciation is realised through adjective–preposition patterns in English and develops a more delicate local grammar of Appreciation. Drawing on Pattern Grammar, Appraisal theory, local grammar, and SFL transitivity analysis, the study examines 16 adjective–preposition patterns selected from Francis et al. (1998) and uses data from the British National Corpus. It proposes a two-level analysis: the top level, the evaluative structure, identifies the broad local-grammar roles of Target, Hinge, Evaluation, and Specifier, while the bottom level, the functional structure, refines them through more specific transitivity roles.

Previous research has shown that adjective complementation patterns are a useful starting point for analysing evaluative meaning, but detailed local-grammar work has focused more on Affect and Judgement than on Appreciation. Earlier studies have also made greater progress in refining the post-adjectival element (Specifier), than in differentiating the entity being evaluated (Target). This thesis addresses these gaps by applying the two-level analysis to adjective–preposition patterns that realise Appreciation, with particular attention to Target, the Specifier, and the functional relation between them.

These resources are used to develop a local grammar of Appreciation grounded in corpus evidence and sensitive to both evaluative meaning and functional roles.

The findings confirm that adjective–preposition patterns may realise more than one evaluative construction, as shown in earlier local-grammar work. The present study develops this point by showing how structure. In this structure, the Target is consistently the evaluated entity in the evaluative structure, but it may function more specifically as Carrier, Actor, Phenomenon, Affected, or other transitivity roles in the functional structure. The Specifier also varies in function, introducing roles such as Role, Evidence, Comparator, Purpose, Outcome, and others. The analysis also shows that Francis et al.'s (1998) meaning groups are useful starting points, but some are supported, while others split or converge when analysed as constructions.

Overall, the thesis contributes to a more precise local grammar of Appreciation by adding a second level of SFL transitivity analysis to Hunston and Su's evaluative construction model, allowing the Target, Specifier, and their relation to be described more delicately.

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Acknowledgement

I would like to express my deepest gratitude to my supervisors, Wendy Anderson, Tom Bartlett, and Ewan Hannaford, for their continuous guidance, patience, and support throughout this research journey. Their insightful comments, constructive feedback, and encouragement have shaped this thesis in important ways and helped me to think more critically and develop greater confidence in my work.

I would also like to thank the members of my viva panel: Jennifer Smith, the Convener; Marc Alexander, the Internal Examiner; and Amanda Patten, the External Examiner. I am grateful for their time, thoughtful comments, and constructive feedback, which helped me to improve the thesis. My thanks also go to the members of my department and the academic staff who contributed to my development as a researcher through their teaching, advice, and discussions.

My deepest gratitude goes to my wife, Amina; my children, Amal, Ahmed, Qais and Sulaf; my parents; and my siblings for their endless love, patience, and belief in me. Their support and encouragement gave me the strength to continue, particularly during the most challenging moments of this journey.

My deepest gratitude goes to my wife, Amina Layas; my children, Amal, Ahmed, Qais and Sulaf; my parents; and my siblings for their endless love, patience, and belief in me. Their support and encouragement gave me the strength to continue, particularly during the most challenging periods of this journey. I am deeply grateful for their understanding, sacrifices, and for always being there for me.

I would also like to thank everyone at I-Chai Express in Bishopbriggs, Airdrie and Anniesland, especially Wing, Daisy, Fiona and Ivy. I am grateful for the opportunity to work with you, which provided valuable financial support during difficult periods of my studies, and for your understanding and flexibility when I needed time to focus on completing my thesis. Your kindness and support have meant a great deal to me.

My sincere thanks also go to my friends and colleagues for their encouragement and support throughout the PhD. Finally, I would like to acknowledge the creators of the British National Corpus and the scholars whose work informed this study, particularly those working within Systemic Functional Linguistics, Appraisal Theory, Pattern Grammar and Local Grammar. Their research provided the foundation on which this thesis was built.

1 INTRODUCTION

1.1 Background to the study

Evaluation is an important part of language use. When people speak or write, they do not only describe the world around them. They also express attitudes, assessments, and points of view about what they are discussing. In this sense, evaluation is a central part of meaning-making in discourse. It allows speakers and writers to position themselves towards people, things, events, and situations, and to guide how these are to be understood (Thompson & Hunston, 2000; Martin & White, 2005).

Since evaluation is so common in discourse, it is important to understand what kinds of evaluative meanings are expressed, and also how those meanings are realised linguistically. Evaluation is not expressed only through isolated words. It is often expressed through repeated grammatical patterns in which words and structures work together. This means that the study of evaluation needs to consider both meaning and form. An analysis that focuses only on meaning may not show clearly how evaluation is expressed grammatically. At the same time, an analysis that focuses only on grammatical form may not explain the differences between types of evaluation. Therefore, a fuller description needs to bring these two perspectives together.

A number of frameworks are useful for this purpose. One is Appraisal theory, which provides a discourse-semantic framework for the analysis of evaluation (Martin, 2000; Martin & White, 2005). Appraisal makes it possible to distinguish different kinds of evaluative meaning and to classify them more precisely. Another is Pattern Grammar, which begins from recurrent lexico-grammatical forms and investigates the meanings associated with them (Hunston & Francis, 2000). Pattern Grammar is useful because it provides a systematic way of describing recurring patterns such as adjective complementation patterns. A third framework is local grammar, which focuses on restricted semantic or pragmatic areas and describes them through discourse-functional labels rather than broad grammatical categories such as *subject*, *verb* or *object* (Hunston & Sinclair, 2000; Hunston & Su, 2019). While these three frameworks have previously been combined in the study of evaluative construction,

this thesis adds a fourth framework, transitivity analysis from Systemic Functional Linguistics (SFL), in order to identify not only what is being evaluated, but what role it is being evaluated for. These frameworks, viewed as a whole, make it possible to study evaluation as a semantic phenomenon, as well as a patterned feature of language use.

The present thesis brings these perspectives together in a descriptive, corpus-based study of the relationship between evaluative meaning and adjective patterns. More specifically, it examines how adjective–preposition patterns that realise Appreciation can be described through a two-level analysis combining local grammar functional labels with SFL transitivity roles. The study contributes to local grammar by showing how the analysis of recurring grammatical patterns can be enriched by identifying the functions realised within evaluative constructions. In particular, it contributes to the development of a local grammar of Appreciation by providing a more precise account of the relationship between adjective–preposition patterns, transitivity roles, and Appreciation subtypes.

1.2 Research context

Within the broad study of evaluation, the present thesis focuses on adjective-preposition patterns. This focus is motivated by the fact that adjective patterns are an important area for the expression of evaluation. In many cases, evaluation is not carried by the adjective alone, but by the adjective together with the pattern in which it occurs. This makes adjective patterns useful for investigating the relation between recurrent form and evaluative meaning.

Pattern Grammar is particularly relevant here because it provides a principled way of describing recurrent form–meaning relations. In the Grammar Patterns series, Francis et al. (1998) classify adjective patterns and list the lexical items occurring in them. They also group those lexical items according to broad semantic tendencies. This is important because it shows that recurrent patterns are treated not only as formal structures but also as environments associated with broad areas of meaning. At the same time, subsequent work has suggested that these broad meaning groups require further testing and refinement, especially when examined in relation to more specific discourse-semantic domains (Hunston, 2011; Su et al., 2024).

Hunston and Su (2019) extend this line of research by showing that adjective patterns can be analysed as evaluative constructions. Their study is important to the present thesis because it shows that adjective patterns are not only formal patterns, but can also express recurring evaluative meanings. They analyse these patterns through local grammar functional labels such as Target, Hinge, Evaluation, Specifier, and others, which describe the roles played by different parts of the construction. In this way, the study moves beyond broad

grammatical description and towards a more functionally motivated account of evaluative language.

The present study builds on this line of development. Its specific focus is on adjective–preposition patterns that realise Appreciation. Within Appraisal theory, Appreciation is the subsystem concerned with the evaluation of things, processes, propositions, and other non-human or abstract entities (Martin & White, 2005). Appreciation is therefore the most suitable domain for the present thesis, because the patterns analysed here mainly concern evaluations of entities, activities, qualities, and phenomena, rather than evaluations of emotion or behaviour, which are the main concerns of Affect and Judgement.

Against this background, the thesis examines how adjective–preposition patterns realise Appreciation in corpus data. It has three main aims. First, it describes these patterns as evaluative constructions, showing how the underlying meaning is identified through the interaction of adjective meaning, the prepositional phrase, and participant roles. Second, it examines how far Francis et al.'s (1998) meaning groups remain stable when the patterns are analysed through corpus-based construction analysis. Third, it considers how the findings contribute to the development of a local grammar of Appreciation, especially by refining the broad roles of Target and Specifier through SFL transitivity analysis.

1.3 Outline of the study

This thesis is organised into seven chapters. Chapter One introduces the study by setting out its background, research focus, and aims. Chapter Two reviews the literature and theoretical framework relevant to the study, including evaluation, Appraisal theory, Pattern Grammar, and local grammar. Chapter Three describes the data and methodology, including the use of the British National Corpus, the selection of adjective–preposition patterns, and the analytical procedures used to identify and classify Appreciation.

Chapters Four and Five present the corpus analysis. Chapter Four analyses the first set of adjective–preposition patterns, while Chapter Five analyses the remaining patterns. These chapters identify the evaluative constructions associated with the patterns and show how the local-grammar roles are refined through SFL transitivity analysis.

Chapter Six discusses the main findings of the study. It brings together the results of the two analysis chapters and considers their implications for transitivity, Francis et al.'s (1998) meaning groups, Appreciation subtype, and the development of a local grammar of Appreciation. Chapter Seven concludes the thesis by summarising the main contributions, outlining the limitations of the study, and suggesting directions for future research.

2 LITERATURE REVIEW

2.1 Introduction

This chapter reviews the main literature and theoretical frameworks used in the study. Since the thesis focuses on adjective–preposition patterns that realise Appreciation, the chapter brings together the main concepts needed to explain how these patterns can be analysed and how the study relates to earlier research.

The chapter begins with local grammar as the main framework of the study, since the aim is to develop a local grammar of Appreciation. The chapter then moves to evaluation as the semantic domain within which the study is situated. Appraisal theory is then introduced as the framework used to classify evaluation. Within Appraisal theory, the chapter focuses on Attitude, and more specifically on Appreciation, because the data mainly involve evaluations of entities, activities, qualities, and phenomena rather than emotion or behaviour. The chapter then moves to Pattern Grammar, which starts from recurrent grammatical forms, such as adjective complementation patterns, and examines the meanings associated with them, and therefore offers the grammatical starting point for the analysis.

The discussion then turns to the line of research that brings these perspectives together, especially Hunston and Su (2019), Hunston (2019), and Su et al. (2024). These studies are important because they show how grammar patterns can be linked to evaluative meaning and reinterpreted as constructions. The chapter also discusses SFL transitivity analysis. In this study, transitivity is used to describe more precisely the roles of the Target, the entity being evaluated, and the Specifier, the element introduced by the prepositional phrase.

The final sections bring these frameworks together, identify the research gap, and present the research questions.

2.2 Local grammar

Recent research has shown growing interest in local grammar as a way of describing language in relation to particular meanings and discourse functions (Hunston and Sinclair, 2000; Hunston, 2002; Hunston and Su, 2019). Local grammar provides the broad framework for the present study. This section first defines local grammar, then explains its relation to

discourse function, reviews its previous applications, and finally considers it in relation to the present study.

2.3 Defining local grammar

Local grammar can be understood as a way of describing language that focuses on one restricted meaning or discourse function, such as evaluation, definition, apology, or request, rather than on the grammar of the language as a whole. It identifies the recurring linguistic patterns used to perform that function. In this sense, local grammar "seeks to account for, not the whole of a language, but one meaning only" (Hunston, 2002: 178). This makes local grammar a useful framework for the present study, which aims to describe how adjective–preposition constructions realise Appreciation.

A key feature of local grammar is that it uses functional labels that are specific to the meaning or discourse function being analysed. This differs from general grammar, which describes clause structure using broad labels such as Subject, Predicate, and Complement. Local grammar, by contrast, labels elements according to the role they play in a particular discourse context. For example, in a local grammar of evaluation, labels may describe who or what is being evaluated, what evaluation is made, and what the evaluation is based on. This contrast is illustrated in Examples (2.1) and (2.2).

2.1. He was pleased that she wasn't coming any closer. (ACB 2200)[1]

2.2. I am sorry to interrupt your cosy chat… (FRS 807)

The general grammar analysis of this sentence is presented in Table 2.1, while the local grammar analysis is presented in Tables 2.2 and 2.3.

Table 2.1. General grammar analysis.

Subject	**Predicate**	**Complement**
He	was pleased	that she wasn't coming any closer (ACB 2200)
I	am sorry	to interrupt your cosy chat (FRS 807)

Note. Examples taken from the BNC.

Table 2.2. Local grammar analysis of Affect.

Emoter	**Hinge**	**Emotion**	**Trigger**
He	was	pleased	that she wasn't coming any closer

[1] Corpus references in parentheses indicate the British National Corpus (BNC) text identifier of the source text from which the example was extracted.

Note. Terminology follows Bednarek (2008: 70)

Table 2.3. Local grammar analysis of Apology.

Apologiser	**Hinge**	**Apologising**	**Specification**
I	am	sorry	to interrupt your cosy chat

Note. Terminology follows Su and Wei (2018: 449)

The examples are first analysed using general grammatical labels in Table 2.1 and then using local-grammar labels in Tables 2.2 and 2.3. As Table 2.1 shows, both can be described in terms of Subject, Predicate, and Complement. This identifies their clause structure, but it does not show the discourse function. For instance, it does not show that *He was pleased that she wasn't coming any longer* expresses Affect, while *I am sorry to interrupt your chat* performs an apology.

The local-grammar analysis makes this functional difference clearer. As in Table 2.2, the elements are labelled Emoter, Hinge, Emotion, and Trigger, because the sentence expresses an emotional state. In Table 2.3, they are labelled Apologiser, Hinge, Apologising, and Specification, because the sentence performs an apology. This shows that as local grammar is concerned with grammatical structure, it is also concerned with the specific meaning or discourse function realised by that structure.

2.3.1 Local grammar, discourse function, and previous applications

Local grammar is closely connected to discourse function. That is, it looks at what a linguistic pattern is performing in context. For this reason, Hunston and Su (2019: 571) describe local grammar as "a grammar of a discourse function." In other words, local grammar is organised around a particular function or meaning, such as defining, giving examples, apologising, requesting, or evaluating.

Local grammar research has been applied to a wide range of meanings and communicative functions. Early studies examined definition, evaluation, Affect, and Judgement (Barnbrook, 2002; Hunston and Sinclair, 2000; Bednarek, 2008; Su, 2015; Hunston and Su, 2019).

Later studies extended the approach to speech acts and rhetorical functions such as requests, apologies, thanks, exemplification, disclaiming, graphic data commentary, and classification (Su, 2017, 2018; Su and Wei, 2018; Cheng and Ching, 2018; Su et al., 2021; Su and Lu, 2022, 2023; Zhang et al., 2024; Zhang, 2025; Su et al., 2025; Zhang and Tong, 2025; Amini Faskhodi et al., 2026; Song and Xu, 2026).

These studies show that local grammar is a useful approach for analysing specific communicative functions. It can be applied to speech acts, such as apology and request, as well as to broader discourse functions, such as evaluation and definition. This relates to the present study because Appreciation is a restricted evaluative domain that can be examined through recurring linguistic patterns. Consequently, local grammar is an appropriate framework for analysing how Appreciation is expressed through recurrent forms and how those forms function in discourse.

2.4 Evaluation as a semantic domain

Evaluation is the main semantic domain of the present study. In discourse, speakers and writers use language to express attitudes, make assessments, and present things as, for example, positive, negative, useful, important, or effective. This section introduces evaluation as the semantic domain of the study and prepares the ground for the discussion of Appraisal theory and local grammar in the following sections.

2.4.1 The nature of evaluation

Evaluation can be understood broadly as the expression of a speaker's or writer's attitude towards what is being talked about. Thompson and Hunston (2000: 5) define it more fully as the speaker's or writer's "attitude or stance towards, viewpoint on, or feelings about the entities or propositions" under discussion. Similarly, Hunston and Su (2019: 6) define evaluation as the expression of an attitude towards an entity, whether that entity is a person, object, proposition, or situation. What these definitions have in common is the idea that evaluation involves more than simply describing the world. It also involves the speaker's or writer's attitude towards them.

Evaluation is not a marginal feature of language. It plays an important role in communication. Thompson and Hunston (2000: 6) argue that evaluative language helps speakers and writers express opinions, build and maintain interpersonal relations, and organise discourse. Hunston (2011: 3) also stresses its importance in argumentation, persuasion, and social interaction. This central role has led many scholars to regard evaluation as pervasive in discourse.

Evaluation has also been studied under a range of related terms, including affect (Ochs, 1989), modality (Halliday, 1994), hedging (Hyland, 1998), stance (Conrad and Biber, 2000), appraisal (Martin and White, 2005), and sentiment (Pang and Lee, 2008). These terms come from different theoretical traditions and are not identical in meaning. However, they all relate broadly to the ways speakers and writers express attitudes, values, degrees of certainty, or

positions towards what they describe. This range of terminology shows that evaluation is a complex area of meaning and that it needs to be approached through a clear analytical framework.

2.4.2 The complexity of evaluative meaning

Evaluation is widely recognised as a pervasive feature of discourse. Thompson and Alba-Juez (2014: 5) observe that it is difficult to find a text, or even a sentence, with no trace of evaluation. However, evaluation is not always easy to identify. It may be directly expressed through evaluative words, such as *good*, *important*, or *useful*, or it may be implied through context. In Appraisal theory, this distinction is often described in terms of inscribed and invoked evaluation: inscribed evaluation is directly expressed, while invoked evaluation has to be inferred (Martin and White, 2005: 61–67). For example, Wen et al. (2026: 33) note that a sentence such as *the film does exactly what it sets out to do* may suggest a positive evaluation of the film, even though it does not contain an obviously evaluative adjective such as *good* or *excellent*.

Evaluation may also be cumulative or distributed across a wider stretch of discourse. It may occur through embedding, where an evaluative expression appears inside a larger clause structure, or through nesting, where one evaluative meaning is contained within, or depends on, another (Hunston, 2011: 3–4; Hunston and Su, 2019: 7). This means that evaluation is not always located in one adjective or phrase, but may be built up through the structure of the sentence or across several clauses. For this reason, evaluation cannot be described only by listing evaluative vocabulary; it also needs to be analysed in relation to the forms, patterns, and contexts through which it is expressed

These features make evaluation difficult to analyse systematically, especially in large-scale corpus research. Implicit evaluation often requires close interpretation of wider discourse context, whereas explicit evaluation is more readily identifiable via recurring linguistic patterns. For this reason, local grammar studies of evaluation, such as those by Hunston and Sinclair (2000) and Hunston and Su (2019), tend to focus on more explicit expressions of evaluative meaning. This is also relevant to the present study, which focuses specifically on explicit evaluation as realised through adjective patterns.

2.4.3 Evaluation as a suitable domain for local grammar

There are two main reasons why evaluation is well suited to local grammar. First, evaluation often occurs in repeated linguistic patterns. For example:

2.3. Walking is good for everyone. (HJ4 9757)

In this example, the adjective *good* expresses a positive evaluation, but the evaluation is not carried by the adjective alone. The pattern **ADJ *for* n** helps specify who the evaluation applies to: *everyone*. This shows that evaluative meaning can be organised through a recurring grammatical pattern, not only through an individual evaluative word (Hunston and Sinclair, 2000; Hunston, 2011; Hunston and Su, 2019). This is important for local grammar because local grammar is concerned with repeated forms that express particular meanings. If similar adjective–preposition patterns regularly express similar kinds of evaluation, then they can be described as part of a local grammar of evaluation. This emphasis on recurring forms also prepares for the later discussion of pattern grammar in Section 2.5, which likewise begins with recurrent lexicogrammatical patterning.

A second reason is methodological. Local grammar is well-suited to corpus-based research because it focuses on recurring forms. As Hunston (2011: 166–167) notes, corpus techniques can help identify typical evaluative uses, measure how often they occur across texts, and show how meaning elements correspond to form elements when the relationship is regular. This makes local grammar useful for the systematic analysis of explicit evaluation in large datasets. For these reasons, evaluation, especially explicit evaluation, is well-suited to local grammar research.

As the discussion above has shown, evaluation is a broad and complex area of meaning. To analyse it more systematically, it is helpful to draw on a framework that more explicitly classifies different kinds of evaluative meaning. In the present study, that framework is Appraisal theory, and more specifically, its attitudinal subsystem of Appreciation, discussed in the next section.

2.5 Appraisal Theory

This section introduces Appraisal theory as the analytical framework used to classify evaluative meaning in the present study. It first outlines Appraisal as an approach to evaluation, then introduces its three systems: Attitude, Engagement and Graduation. It then turns to Attitude, which is the Appraisal system related to the present study, since the thesis focuses on evaluative meanings rather than on dialogic positioning or grading. The section also reviews relevant studies that bring together local grammar, evaluation, and Appraisal, before explaining why Appreciation is well suited to the data analysed in the present study.

2.5.1 Appraisal theory as a framework for evaluation

From a discourse-semantic perspective, evaluation has been discussed under a range of related terms, including stance, evaluation, and appraisal. In studies that link evaluation with Pattern Grammar and local grammar, Appraisal theory has provided an important framework for classifying evaluative meaning. Developed within Systemic Functional Linguistics, Appraisal has been applied across a wide range of genres and media, including news discourse, academic writing, and online communication. Indeed, Thompson (2014a: 48) argues that the study of evaluative choices in discourse has been developed most fully within Systemic Functional Linguistics. This refers mainly to Appraisal theory, developed by Martin and his colleagues (e.g. Martin, 2000, 2003; Martin and Rose, 2003; Martin and White, 2005; Hood, 2010) and presented most systematically in Martin and White (2005).

Appraisal theory offers a systematic account of how speakers and writers express attitudes, adopt stances, and negotiate shared feelings and values in discourse (Martin and White, 2005: 1). It treats evaluation as a structured semantic system, rather than simply as a set of isolated evaluative words (Martin and White, 2005: 34–38). This is important for the present study because local grammar describes recurrent form–function pairings, while Appraisal provides the semantic categories needed to classify the evaluative meanings realised by those pairings. Martin and White (2005: 34–38) organise Appraisal into three broad systems: Attitude, Graduation, and Engagement. A brief outline of the model is presented below.

Attitude sets out the main types of evaluation that can be expressed. It is concerned with three areas: how people feel, how people behave, and how things are evaluated. These are called Affect, Judgement, and Appreciation, respectively (Martin and White, 2005: 35). Section 2.2.5 discusses Attitude and its three subsystems in more detail, because Attitude is the part of Appraisal theory most directly relevant to the present study.

Engagement concerns how speakers and writers position their voice in relation to other possible viewpoints (Martin and White, 2005: 92–135). Martin and White distinguish between monoglossia, where a proposition is presented without reference to alternative views, and heteroglossia, where other positions are acknowledged. Heteroglossic resources may either expand the dialogic space, as in *perhaps* or *according to X*, or contract it, as in *obviously* or *the fact is*. Since the present study focuses on Attitude, and more specifically on Appreciation, Engagement is not discussed further.

Graduation is concerned with the grading of evaluative meaning (Martin and White, 2005: 37). It operates along two main dimensions: force and focus. Force adjusts intensity

or amount, as in *really dislike*, *several kilometres*, or *a heavy parcel*. Focus adjusts the boundaries of category membership. It may sharpen a category, as in *a genuine apology* or *pure nonsense*, or soften it, as in *a kind of compromise* or *a near miss*. In this way, Graduation shows the strength of an evaluation and how clearly something fits a category. Like Engagement, Graduation is not discussed further in this thesis.

The discussion above provides an overview of the Appraisal model, which is presented in Figure 2.1.

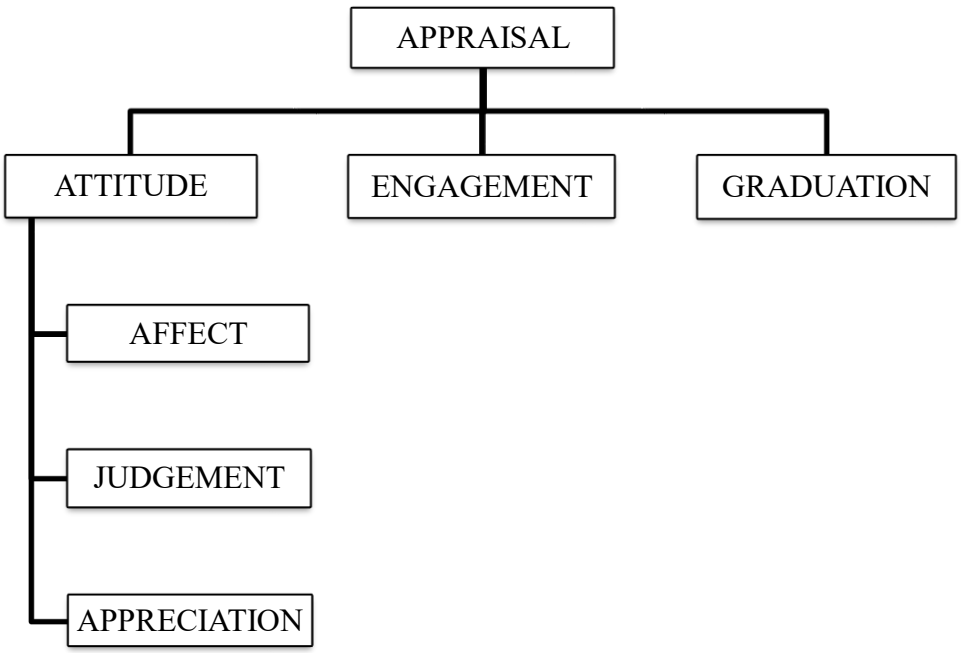


Figure 2.1. Simplified overview of the Appraisal framework (adapted from Martin and White, 2005: 38).

2.5.2 The system of Attitude

Within Appraisal theory, Attitude is the system that is concerned with evaluation. Martin and White (2005: 35-36) divide it into three main subsystems: Affect, Judgement, and Appreciation, which are discussed in more detail in the following subsections.

2.5.2.1 Affect

Affect is the subsystem of Attitude concerned with feelings and emotional reactions (Martin and White, 2005: 35–36). It is commonly organised around broad categories such as un/happiness, in/security, and dis/satisfaction and includes meanings such as happiness, sadness, fear, confidence, interest, and frustration (Martin and White, 2005: 49–51). Table 2.4 presents these categories with illustrative examples.

Table 2.4. Subtypes of Affect (adapted from Martin and White, 2005: 49-51)

Affect subtype	**General meaning**	**Example**
Un/happiness	feelings of happiness or sadness	*jubilant, cheerful, sad, miserable*
In/security	feelings of confidence, safety, or anxiety	*confident, assured, anxious, uneasy*
Dis/satisfaction	feelings of interest, pleasure, frustration, or displeasure	*interested, pleased, bored, dissatisfied*

Since the present study focuses on Appreciation, Table 2.4 is included only to situate Affect within the wider Attitude system. Affect itself is not discussed further.

2.5.2.2 Judgement

Judgement concerns the evaluation of people and their behaviour. In Martin and White's (2005: 52–53) account, it is divided into two broad areas: social esteem and social sanction. Social esteem covers normality, capacity, and tenacity, while social sanction covers veracity and propriety. This system provides a more delicate way of distinguishing different kinds of personal evaluation. Table 2.5 presents these categories with probe questions and illustrative examples.

Table 2.5. Subtypes of Judgement (adapted from Martin and White, 2005: 52–53; see also Su, 2015: 29)

Judgement subtype		**Probe question**	**Example**
Social esteem	Normality	How unusual is this person?	*normal*, *eccentric*, *cool*
	Capacity	How capable is this person?	*powerful*, *weak*, *immature*
	Tenacity	How dependable is this person?	*brave*, *careful*, *unfaithful*
Social sanction	Veracity	How truthful is this person?	*honest*, *direct*, *deceitful*
	Propriety	How ethical is this person?	*fair*, *kind*, *cruel*, *timid*

Since the present study focuses on Appreciation, Table 2.5 is included to locate Judgement within the wider Attitude system. Judgement is not discussed in detail here.

2.5.2.3 Appreciation

Appreciation is the subsystem of Attitude concerned with the evaluation of things, processes, products, texts, states of affairs, and other non-human or abstract entities (Martin and White, 2005: 56). It differs from Affect, which concerns emotional responses, and Judgement,

which concerns character and behaviour. Appreciation focuses on how such entities are evaluated in terms of effect, organisation, and worth. This can be seen in the following examples:

2.4. The scenery was *fascinating*. (H8J 1135)
2.5. The negotiations were extremely *complex*. (AKY 875)
2.6. Walnut timber is exceedingly *valuable*. (B7D 563)

In these examples, *fascinating* evaluates effect, *complex* evaluates organisation, and *valuable* evaluates worth. In each case, the evaluation is directed at a non-human entity or process rather than at a person's emotion or behaviour. This is why Appreciation is well suited to the data examined in the present study.

Martin and White (2005: 56) divide Appreciation into three main subcategories: Reaction, Composition, and Valuation. Broadly speaking, Reaction is concerned with the impact or appeal of a phenomenon. Martin and White (2005: 56) further subdivide Reaction into Impact and Quality. Impact refers to whether something attracts attention or makes a strong impression, while Quality refers to whether it is liked or found pleasing. These two meanings can be illustrated as follows:

2.7. The whole atmosphere of the race is very *exciting*... (K1G 1149)
2.8. The final result is really *splendid*. (CGX 1355)

In 2.7, the Appreciation is one of Reaction: Impact, since the whole atmosphere of the race is presented as attention-grabbing. This corresponds to Martin and White's probe 'Did it grab me?' In 2.8, the Appreciation is one of Reaction: Quality, since the final result is evaluated in terms of appeal. This corresponds to the probe 'Did I like it?'.

Composition is concerned with the internal organisation or formal arrangement of a phenomenon. It is further divided into Balance and Complexity. Balance refers to whether something is balanced or hangs together, while Complexity refers to whether it is difficult to follow. These meanings can be illustrated as follows:

2.9. Our results are *consistent with* a recent report. (CRM 2638)
2.10. My stance was very *simple.* (KRK 22)

In 2.9, the Appreciation is classified as Composition: Balance, because the evaluation concerns whether the results fit with another source of information; in Martin and White's terms, the relevant probe is 'Did it hang together?', here understood as 'Did the results fit coherently with the report?' In 2.10, the Appreciation is classified as Composition: Complexity,

because the stance is presented as simple to see or understand; here, the relevant probe is 'Was it easy to follow?'.

Valuation, by contrast, concerns the broader question of worth or significance. It covers evaluations of whether something is important, worthwhile, or valuable, as in the following example:

2.11. The difference in the name is not *significant.* (FPW 911)

Here, the Appreciation is classified as Valuation, because the decision is assessed in terms of significance; in Martin and White's terms, the relevant probe is 'Was it worthwhile?'.

These categories can be summarised in Table 2.6 and presented in Figure 2.2 . The figure is not reproduced from Martin and White (2005), but represents the categories discussed in their account of Appreciation.

Table 2.6. The subcategories of Appreciation (Adapted from Martin and White (2005: 56))

Appreciation subtype		**General meaning**	**Probe question**	**Example**
Reaction	Impact	whether something attracts attention	Does it attract attention?	*arresting, exciting, boring*
	Quality	whether something is liked	Does it please?	*fine, splendid, ugly*
Composition	Balance	whether something hangs together	Does it hang together?	*balanced, comparable, coherent*
	Complexity	whether something is difficult to follow	Is it easy to follow?	*simple, complex, unclear*
Valuation	-	whether something is worthwhile, significant, or valuable	Is it worthwhile?	*valuable, useful, significant*

These distinctions are important for both description and method. They help classify corpus examples into specific Appreciation categories and show whether particular grammatical patterns are linked to particular types of evaluation. For this reason, it is not enough to say that an example realises Reaction in general. The analysis also needs to specify which subtype it realises, such as Impact or Quality, using the relevant probe question.

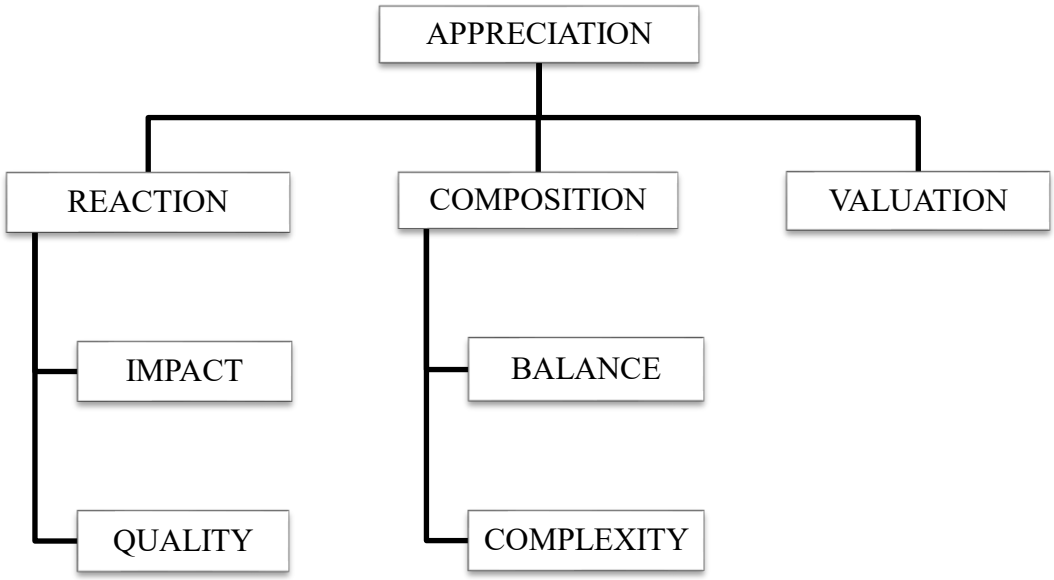


Figure 2.2. The appreciation subsystem used in the present study is based on Martin and White (2005).

2.5.3 Previous research on local grammars of evaluation and Appraisal

Previous research has shown that local grammar can be used to analyse evaluation and, more recently, specific areas of Appraisal. An important early study is Hunston and Sinclair (2000), who applied local grammar to evaluative language. They showed that evaluation can be described through recurring patterns called 'grammar patterns', that is, repeated grammatical structures that are linked to evaluative meanings. These patterns can then be analysed using a small set of functional labels. This was significant because it moved the analysis of evaluation beyond individual evaluative words and showed how evaluative meaning can be linked to repeated form–function patterns.

Hunston (2011) further developed this line of work by examining how grammatical patterns relate to evaluative meaning. She argues that patterns are a useful starting point for developing local grammars of evaluation because they help identify meaningful evaluative units. At the same time, she shows that a single pattern may be associated with more than one type of evaluation. This means that identifying a grammatical pattern does not by itself show what kind of evaluation is being expressed. This points to the need for a semantic framework that can distinguish different types of evaluation. Appraisal theory provides such a framework and is therefore central to studies that connect local grammar with evaluative meaning.

A later study that is especially relevant here is Hunston and Su (2019), which brings together local grammar and Appraisal in a systematic analysis of evaluative constructions

based on adjective complementation patterns. Their model describes evaluative constructions in terms of four main roles: Target, Hinge, Evaluation, and Specifier. Table 2.7 illustrates this single-level analysis using the example:

2.12. …*its wines are comparable in quality.* (C8M 812)

This example is mainly selected here because it is based on an adjective–preposition pattern, the type of pattern examined in the present thesis.

Table 2.7. Single-level local grammar analysis of an evaluative construction

Target	**Hinge**	**Evaluation**	**Specifier**
Its wines	*are*	*comparable*	*in quality*

This single-level analysis provides an important basis for the present study. Hunston and Su (2019) sometimes refine the Specifier through labels such as Role, Evidence, and Comparator, although in other cases it remains a broader category. The present thesis develops this framework further by applying a second level of analysis to both the Target and the Specifier, as discussed in Section 3.6. This makes it possible to describe more precisely how the evaluated entity and the post-adjectival element function within evaluative constructions.

Alongside work on evaluation more broadly, local grammar has also been applied to more specific subdomains of Attitude within Appraisal theory, especially Affect and Judgement. Hunston (2003a) and Bednarek (2008a) examine Affect, or emotional evaluation. Bednarek (2008a), in particular, develops a detailed local grammar of Affect using functional labels such as Emoter, Emotion, and Trigger. Su (2015) extends this approach to Judgement, showing how evaluations of people and behaviour can be described through grammar patterns and functional elements. Table 2.8 provides illustrative examples of these more specialised analyses.

Table 2.8. Local grammar analysis in Affect and Judgement (adapted from Su (2015: 204)).

Evaluative domain	**Functional analysis**		
Affect	**Emoter**	**Emotion**	**Trigger**
	She	*was pleased at*	*the distinction*
Judgement	**Target**	**Judgement**	**Scope**
	He	*became adept at*	*exploiting a variety of popular discontents*

Table 2.8 illustrates how local grammar uses different functional labels depending on the evaluative domain. In the Affect example, the labels identify the person experiencing the emotion, the emotion itself, and its trigger. In the Judgement example, the labels identify the person being judged, the judgement, and the scope of the behaviour being evaluated.

Overall, these studies show that local grammar can be used to describe increasingly specific types of evaluative meaning. The research has moved from the analysis of evaluation more broadly, to specific domains within Appraisal, especially Affect and Judgement, and then to Hunston and Su's (2019) more systematic model of evaluative constructions based on adjective complementation patterns. This progression also points to a gap. Existing local-grammar research has given focused attention to Affect and Judgement. Appreciation has received less detailed treatment from this perspective.

This gap relates to the present study, which examines adjective–preposition patterns that mainly evaluate non-human entities, processes, and phenomena. The relevant evaluative domain is therefore Appreciation.

2.5.4 Appreciation in relation to the present study

The preceding sections have shown that local grammar has been applied to evaluation in general and to specific domains, such as Affect and Judgement. The present section explains why Appreciation is the focus of this thesis.

Appreciation is selected because the adjective patterns analysed here mainly evaluate things, processes, propositions, and other abstract or non-human entities, rather than emotional states or human behaviour. The data are primarily concerned with evaluation in terms of quality, effect, organisation, and worth, rather than with Affect or Judgement.

It should be noted that the taxonomy of Appreciation has not always been used in exactly the same way across studies. Since Appreciation is highly dependent on discourse context, several researchers have adapted or refined its categories to suit the domains they investigate. For example, Hao and Humphrey (2012) propose subcategories such as *prominence, benefit, necessity, worthiness,* and *effectiveness* within Valuation in biological research articles. Macken-Horarik and Isaac (2014) suggest *prominence* as an additional subtype of Composition in narratives. Lee (2015) extends Valuation in persuasive essays to include *sociability valuation, maintenance valuation, salience valuation,* and *validity valuation*. Hommerberg and Don (2015), in their study of wine appreciation, propose *intensity* and *persistence* as subtypes of Composition and divide Valuation into more specific categories, including *uniqueness, typicality, naturalness, affordability, location, durability,* and *po-*

tential-to-develop. Similarly, Su (2016) proposes a data-driven, parameter-based, and Appraisal-informed framework for customer review texts, consisting of *Quality, Satisfactoriness, Recommendability,* and *Worthiness*. As a result, these studies show that the Appreciation system can be refined in different ways depending on the discourse domain under investigation.

In this study, however, Martin and White's (2005) taxonomy is adopted as the main point of reference. It provides a widely recognised and systematic account of Appreciation, as well as a clear and stable framework for identifying and classifying meanings of Appreciation in the data. Since the aim is not to revise the Appraisal system itself, but to investigate how Appreciation is realised through recurring patterns, Martin and White's taxonomy offers an appropriate starting point.

It is also important to stress that Appraisal is a discourse-semantic framework for analysing evaluation (Martin and White, 2005). It begins with evaluative meaning and classifies it semantically, rather than starting from particular lexicogrammatical forms, as Pattern Grammar does. This means that Appreciation may be realised through a range of different lexicogrammatical patterns. In simple terms, Appraisal is a meaning-first approach, whereas Pattern Grammar is a form-first approach. Bringing these two perspectives together is important for developing a local grammar of Appreciation: Appraisal identifies the type of evaluative meaning, while Pattern Grammar provides the recurring forms through which that meaning may be realised.

Appraisal therefore provides the semantic basis for identifying the type of evaluation under investigation. To examine how this evaluation is realised through recurring linguistic forms, the next section turns to Pattern Grammar.

2.6 Pattern Grammar and adjective patterns

This section discusses Pattern Grammar as the main form-based starting point for the present study. Pattern Grammar begins from recurrent lexicogrammatical forms and examines the meanings associated with them. The section first outlines the development of Pattern Grammar, then considers how this line of work has been extended to the study of evaluation, and finally explains why adjective patterns, especially adjective–preposition patterns, are central to the present thesis.

2.6.1 From COBUILD to Pattern Grammar

The background to Pattern Grammar lies in the corpus-based COBUILD project developed at the University of Birmingham under the direction of John Sinclair. The name COBUILD

stands for Collins Birmingham University International Language Database (Hunston, 2025: 11). It reflects the collaboration between Collins and the University of Birmingham on a project that aimed to describe English using authentic corpus evidence rather than invented examples alone.

A central idea in this tradition, especially in Sinclair's work, was that words should not be described only by giving an abstract definition. They should also be described in relation to how they are typically used in real-world language data. One key insight was that different senses of a word often appear in different lexical and grammatical environments (Sinclair, 1991: 53-56). This means that meaning and pattern are closely connected: if a word is studied in a corpus, its different uses tend to show different kinds of patterning. This insight later became one of the foundations of Pattern Grammar. For example, an adjective such as *good* may occur in different patterns, such as *good at n* and *good for n*. These patterns do not simply add grammatical information; they help specify different evaluative relations. In *good at maths*, the pattern relates the evaluation to an activity or ability, whereas in *good for children*, it relates the evaluation to a beneficiary. This illustrates the Pattern Grammar assumption that recurrent forms are closely connected with meaning.

Gill Francis developed this insight into a more systematic descriptive approach. Pattern Grammar was first used as a way of recording the grammatical behaviour of individual words in the Collins COBUILD English Dictionary, and it was later developed more fully in Francis (1993), Hunston and Francis (2000), and the Grammar Patterns series (Francis et al., 1996, 1998). For the present study, the importance of this tradition lies in its form-based starting point. That is, it begins from recurrent lexicogrammatical behaviour and treats that behaviour as meaningful. This is important because the thesis focuses on adjective–preposition patterns as one restricted area of such behaviour.

2.6.2 What counts as a pattern

In Pattern Grammar, a pattern is not just any sequence of words that happens to occur near another word. Rather, it is a recurrent lexical and grammatical environment associated with a particular word and contributing to its meaning. Hunston and Francis (2000: 37) define the patterns of a word as "the words and structures which are regularly associated with the word and which contribute to its meaning". They also suggest that a pattern is recognised not simply because a combination appears more than once, but because it recurs regularly, is tied to a particular word, and carries a recognisable meaning (Hunston and Francis, 2000: 37). This means that not every superficially similar structure counts as an instance of the same pattern. A pattern must show regularity, lexical dependence, and meaning association.

This view is important because it helps distinguish genuine patterns from accidental strings. For example,

2.13. *Iron is vital for healthy growth.* (CFS 2592)

2.14. *Awards are nice for the day.* (CH8 2128)

The phrase *for healthy growth* in 2.13 functions as a complement selected by the adjective and helps complete its evaluative meaning. By contrast, the phrase *for the day* in 2.14 indicates a temporary time frame and does not function in the same way as a clear adjective complement. This point is important because the analysis required a clear distinction between adjective–preposition patterns and prepositional phrases that appear similar on the surface.

A further point is that pattern identification does not depend solely on formal recurrence. According to Hunston and Francis (2000: 37), a pattern is identified not only by relative frequency, but also by its dependence on a particular word choice and by the presence of a clear meaning associated with it. A combination may therefore occur frequently without qualifying as a genuine pattern if it is not tied to a particular lexical item or does not contribute to the meaning of the sequence.

This is especially important for the present study, since adjective–preposition patterns may look similar on the surface while differing in whether the prepositional phrase is genuinely part of the adjective pattern. The study is therefore concerned only with lexicogrammatical combinations that recur systematically and are associated with interpretable evaluative meanings related to Appreciation. The practical criteria used to distinguish such cases are discussed in the methodology chapter.

At the same time, Pattern Grammar does not view patterns simply as formal structures. One of its central claims is that patterns are associated with meaning. As the next section will show, however, this raises important questions about how those meanings are identified, how words in the same pattern are grouped semantically, and how systematic those meaning groups really are (Hunston and Francis, 2000).

2.6.3 Francis et al. (1998) and meaning groups

An important feature of the Grammar Pattern series is that it links patterns with meaning. Francis et al. (1996, 1998) not only list words that occur in each pattern; they also classify them according to broad similarities in meaning. These classifications are referred to as meaning groups. For example, adjectives may be placed in the same meaning group because they express related meanings, such as importance, similarity, difficulty, or usefulness. The

basic assumption is that words sharing a pattern often share aspects of meaning (Francis, 1993; Hunston & Francis, 2000).

The Grammar Patterns series presents the patterns recorded in the COBUILD dictionary entries for the major word classes: verbs in Volume 1 (Francis et al., 1996), and nouns and adjectives in Volume 2 (Francis et al., 1998). It also lists the lexical items found in each pattern. The patterns are represented using a simplified notation system (Sinclair, 1995; Francis et al., 1996, 1998). In this notation, abbreviated symbols stand for word classes or clause types, and the node word is conventionally written in capitals. For example, **ADJ** indicates that the adjective is the central lexical item in the pattern, while **n** stands for a noun or noun phrase. A pattern such as **ADJ *as* n**, therefore, refers to an adjective followed by the preposition *as* and a noun phrase, as in:

2.15. *The book could be **useful as a guide**.* (B7G 1596)

2.16. *The local lime wood was **famous as a recreation area**.* (ANB 852)

The same pattern also illustrates how Pattern Grammar connects recurrent form with broad semantic grouping. Francis et al. (1998: 424–426) show that adjectives occurring in the pattern **ADJ *as* n** can be divided into different meaning groups. These groups are summarised in Table 2.9.

Table 2.9. Meaning groups in **ADJ *as* n**, based on Francis et al. (1998: 424-426)

Meaning Group	**Meaning**	**Example**
'Famous' Group	Known or perceived in a particular way	*familiar, famous, recognisable*
'Marvellous' Group	Good or bad in a role	*acceptable, helpful, useful*
'Important' Group	Important or unusual	*crucial, notable, vital*
'Allowable' Group	Legal or rule-based possibility	*allowable, deductible, taxable*

Table 2.9 shows both the value and the limitation of meaning groups in Pattern Grammar. It shows that adjectives occurring in the same formal pattern, **ADJ *as* n**, can be associated with different broad meanings, such as *being known in a particular way*, *being useful in a role*, *being important*, or *being allowable*. This supports the Pattern Grammar view that recurrent forms are connected with meaning.

At the same time, this aspect of Pattern Grammar has been questioned. Hunston (2011: 123) argues that the relationship between pattern and semantic classification remains problematic in the Grammar Patterns tradition. In particular, she suggests that the meaning groups

proposed by Francis et al. (1996, 1998) are relatively ad hoc and may give the misleading impression that meaning belongs straightforwardly to individual words, or to groups of words that can be said to "mean the same thing". She also points out that these groupings are not sufficiently informed by an explicit semantic or grammatical framework.

At the same time, the table also illustrates Hunston's (2011: 123) criticism that the semantic basis of meaning groups in the Grammar Patterns tradition is not always made explicit through a systematic semantic or grammatical framework. Adjectives such as *famous*, *useful*, *important*, and *deductible* all occur in the same formal pattern, but they are separated into different groups mainly on broad semantic grounds. This point becomes important in later work by Hunston and Su (2019) and Hunston (2019), who argue that subcategories should not be based on meaning alone, but should also be supported by differences in form. This leads to the idea of patterns as form–meaning pairings, or constructions.

This issue is directly relevant to the present thesis. Pattern Grammar provides the formal starting point by identifying recurrent adjective–preposition patterns, while Appraisal theory provides a more explicit framework for classifying evaluative meaning. Bringing these perspectives together supports the development of a local grammar of Appreciation, understood here as an account of recurrent lexicogrammatical patterns associated with a restricted evaluative domain.

2.6.4 Adjective complementation patterns

Within Pattern Grammar, an important area of description concerns complementation patterns, that is, cases where a noun, verb, or adjective is followed by a limited range of recurrent elements that help complete or specify its meaning (Hunston and Francis, 2000: 77). In the case of adjectives, these following elements may take different forms. For example, an adjective may be followed by a prepositional phrase, as in 2.17, or by a finite clause, as in 2.18, or a non-finite clause, as in 2.19. This broader category of adjective complementation is relevant to the present study because adjectives occurring in such patterns are often evaluative in meaning (Hunston and Sinclair, 2000: 96).

2.17 Glass pie plates and quiche dishes are *perfect for low displays*. (A70 1924)
2.18. He was *surprised that he enjoyed the journey home*. (FPT 32)
2.19. He was *eager to do the right thing*. (FS8 622)

These examples show that adjectives can be complemented in several ways. They may be followed by a prepositional phrase, as in *perfect for low displays*, a finite clause, as in *surprised that he enjoyed the journey home*, or a non-finite clause, as in *eager to do the right*

thing. The present thesis focuses only on the first type: adjective-preposition patterns. It does not attempt to analyse adjective complementation as a whole, because other complement types, such as finite and non-finite clauses, involve different structures and would require separate analysis.

This narrower focus is adopted for both methodological and analytical reasons. Methodologically, it limits the analysis to a manageable and clearly defined set of recurrent patterns. Analytically, adjective–preposition patterns are useful because the prepositional phrase helps specify the relation in which the adjective is interpreted. For example, in patterns such as *good at n* or *useful for n*, the phrase following the preposition helps indicate whether the evaluation concerns an activity, ability, purpose, or beneficiary. The present study does not claim that the role of prepositions is new; rather, it examines how these relations operate within adjective-preposition patterns.

At the same time, not all adjective–preposition patterns are relevant to the present study. Some may realise other types of evaluation, while others may be non-evaluative altogether. In addition, not every adjective followed by a prepositional phrase forms part of a genuine complementation pattern, since some prepositional phrases express meanings such as time or place rather than completing the adjective. For this reason, the present study focuses only on adjective–preposition patterns that are evaluative, and more specifically on those that realise Appreciation. The criteria used to distinguish these cases from other evaluative or non-evaluative patterns are discussed in Section 3.4.2.

2.6.5 Adjective complementation patterns in evaluative language

Adjective complementation patterns have become an important area in the study of evaluative language because evaluation is often realised by the adjective together with its complement. For this thesis, the most relevant cases are those involving prepositional complements, since they provide the formal basis for identifying adjective–preposition patterns that realise Appreciation. The following subsections review how earlier studies have treated adjective complementation in evaluative language and show how this line of research leads to the present focus.

2.6.5.1 Adjective complementation patterns in evaluation

As discussed in Section 2.4.3, Hunston and Sinclair (2000) show that evaluative language can be identified through recurrent grammar patterns and analysed using discourse-functional labels. Their study focuses mainly on six recurrent evaluative patterns, but it also briefly addresses evaluative adjectives in complementation patterns, including adjectives

followed by prepositional phrases. This observation is important for the current research because it shows that evaluation may be realised by the adjective together with its complement. Table 2.10 summarises two adjective–preposition cases discussed in Hunston and Sinclair (2000: 97).

Table 2.10. Adjective complementation patterns in Hunston and Sinclair (2000: 97)

Pattern	**Functional roles**			
adjective + p.p. phrase	**Thing evaluated**	**Hinge**	**Evaluative Category**	**Restriction on evaluation**
	The pitch	*is*	*perfect for*	*cricket*
	Evaluator	**Hinge**	**Evaluative response**	**Thing evaluated**
	The people	*are*	*impatient for*	*change*

As Table 2.10 shows, Hunston and Sinclair already recognise that adjective–preposition patterns may require different analyses depending on the type of evaluation involved. The first example is drawn from their Table 5.25 and the second from Table 5.26 (Hunston and Sinclair, 2000: 97). In the first case, *perfect* is analysed as expressing an Evaluative category; in the second, *impatient* is analysed as expressing an Evaluative response. This shows that adjective complementation patterns were already visible in early local grammar work on evaluation and were not treated as a single uniform structure.

However, this aspect of Hunston and Sinclair's account remains relatively limited. As Su (2015: 50–51) observes, adjective complementation patterns are not developed in the same detail as the six main evaluative patterns that form the central focus of their study. Su (2015) also notes that the evaluated entity is still described in relatively broad terms. For example, both *The pitch* and *Davies* are labelled as Thing evaluated, even though they represent different types of a Target. This relates because this present study argues that the roles involved in such patterns require finer differentiation. Later studies further develop this line of research through more detailed analyses of adjective complementation patterns and finer functional distinctions.

2.6.5.2 Adjective complementation patterns in Affect and Judgement

Following Hunston and Sinclair (2000), this line of research was extended through more detailed work on Affect. Hunston (2003) is an important step because it takes adjective complementation patterns as the starting point for a local grammar of Affect. Unlike the earlier

study, which gives adjective complementation only brief attention, Hunston provides a fuller account of a range of adjective–preposition patterns, including **ADJ *about* n**, **ADJ *for* n**, **ADJ *of* n**, and **ADJ *with* n**. The analysis also uses more specific roles such as Experiencer, Emotion, Cause/Target, and, in some cases, Third party, as shown in Table 2.11. This shows that, once the semantic focus is narrowed from evaluation in general to Affect, adjective–preposition patterns require a more delicate functional description.

Table 2.11. Hunston's (2003: 354) local grammar of Affect.

Pattern	**Functional roles**		
ADJ *about* n	**Experiencer**	**Emotion about**	**Cause/Target**
	She	*is increasingly nervous about*	*her future*
ADJ *for* n	**Experiencer**	**Emotion for**	**Third party**
	I	*'m happy for*	*him*

Bednarek (2008) extends this work in her local grammar of Affect. Her study is broader than adjective patterning alone, since it also includes noun and verb patterns. For the present thesis, however, the key point is her treatment of adjective–preposition patterns. Like Hunston (2003), Bednarek treats these patterns as a useful formal basis for analysing emotion, but she refines the functional labelling through roles such as Emoter, Emotion, and Trigger, and, in some cases, Empathy Target. As Table 2.12 shows, this makes the semantic role of the Specifier more explicit than in Hunston (2003).

Table 2.12. Bednarek's (2008: 75, 85) local grammar of Affect.

Pattern	**Functional roles**		
ADJ *prep* (*for*) n	**Emoter**	**Emotion**	**Empathy Target**
	I	*'m happy for*	*him*
ADJ *prep* (*of*) n	**Emoter**	**Emotion**	**Trigger**
	They	*'re not so frightened of*	*people*

Tables 2.11 and 2.12 show how local grammar analyses of Affect developed from Hunston's broader functional labels to Bednarek's more specific treatment of the element following the preposition. In Hunston's analysis, Target is a useful label, but it remains a broad category for the entity towards which the emotion is directed. This is similar to the broad label Thing evaluated, which Su (2015) later criticises. Bednarek's use of more specific labels, such as

Trigger and Empathy Target, therefore represents a further step towards a more delicate semantic analysis. This development provides the background for Su's (2015) extension of local grammar analysis to Judgement.

Su (2015) extends local grammar analysis from Affect to Judgement**.** His study develops a local grammar of Judgement based on ten adjective complementation patterns, eight of which are adjective–preposition patterns. This is especially relevant to the present thesis because it shows that a restricted set of adjective–preposition patterns can support a systematic local grammar not only of Affect, but also of another major domain within Attitude.

Su's analysis also develops the functional labelling in more detail. As in the earlier work on Affect, the Specifier is no longer treated as a single broad category, but is differentiated according to the meaning realised by the pattern. Su proposes a detailed set of elements for analysing Judgement, including Target, Judgement, Scope, Behaviour, Reason, Patient, Evaluator, and Hinge (Su, 2015: 150). This shows that, once the semantic focus is narrowed to Judgement, broader evaluative labels need to be refined. Table 2.13 illustrates this point.

Table 2.13. Su's (2015: 155-158) local grammar of Judgement

Target	**Hinge**	**Judgement**	**Scope**
He	*was*	*clueless about*	*some of the finer points*
Target / Evaluator	**Hinge**	**Judgement**	**Reason**
I	*was*	*stupid for*	*losing them*
Target	**Hinge**	**Judgement**	**Patient**
He	*remained*	*loyal to*	*his friends*
Target / Evaluator	**Hinge**	**Judgement**	**Scope**
I	*was*	*ignorant about*	*its structure*

As Table 2.13 shows, Su (2015) gives more detailed treatment of the Specifier, the element following the preposition, than to the Target, the entity being judged. In this respect, his study continues the development already visible from Hunston (2003) to Bednarek (2008), in which increasing attention is given to the role of the Specifier. By contrast, the entity being judged is usually analysed simply as Target, and only in some cases as Target/Evaluator. This relates to the present thesis, which argues that the evaluated entity in adjective–preposition patterns realising Appreciation also requires finer differentiation.

Another point in Su's analysis is that form alone is not always sufficient to determine Judgement subtype. Some adjective-preposition patterns remain context-dependent. For example, *ignorant about* may be interpreted as either Capacity or Propriety, while *cunning in*

may be interpreted as either Capacity or Veracity, depending on the context. This shows both the value and the limits of adjective–preposition patterns in local grammar analysis. They provide a useful formal basis for classification, but semantic interpretation is still necessary (Su, 2015: 156). In this respect, Su's use of meaning-based distinctions is also relevant to the present study, which likewise does not rely on surface form alone.

A further important point relevant to the present thesis is that Su (2015: 195) briefly suggests how a local grammar of Appreciation might be developed from earlier work on Judgement. This is significant because it explicitly identifies Appreciation as a remaining area for future research in local grammar. Su also notes that Judgement and Appreciation differ in terms of the kind of Target. He, therefore, suggests that the Target in Appreciation may require a different functional treatment, which he tentatively represents as Target-thing. Although this suggestion is only briefly sketched, it identifies a gap that is directly relevant to the present thesis. The present study builds on this point by arguing that, in adjective–preposition patterns realising Appreciation, both the Target and the Specifier require more delicate analysis.

To sum up, these studies show that adjective complementation patterns, and especially adjective–preposition patterns, have become a productive basis for local grammar work on evaluation. From Hunston's (2003) work on Affect, through Bednarek's (2008) refinement of emotional roles, to Su's (2015) systematic treatment of Judgement, the analysis becomes progressively more detailed. In particular, the Specifier is described in increasingly specific semantic terms, while the Target is still treated more generally. This provides the background for the present thesis, which extends this line of work to Appreciation and offers a more delicate account of both the Target and the Specifier.

2.6.5.3 From grammatical patterns to constructions

The distinction between a grammatical pattern and a construction requires clarification, as the two terms are closely related but are not synonymous. Within Pattern Grammar, patterns are recurrent lexicogrammatical configurations associated with particular lexical items and meanings (Hunston & Francis, 2000). In Construction Grammar, constructions are understood as form–meaning pairings (Goldberg, 1995, 2006). In the present thesis, the term construction is used in this sense to refer to a pairing between a recurrent linguistic form and a systematic meaning or function. A grammatical pattern provides the formal basis from which a construction may be identified, but the identification of a construction additionally requires the systematic meaning or function associated with that form to be specified.

Recent work has made the relationship between Pattern Grammar and constructions more explicit. Su et al. (2024: 2–4) argue that grammar patterns can provide a formal starting point for the identification of constructions when they are analysed in terms of systematic meaning and function. In their approach, a grammar pattern is first analysed using local-grammar functional categories; the resulting pattern–meaning combinations can then be interpreted as constructions (Su et al., 2024: 4). Local grammar is particularly useful in this process because its functional labels distinguish expressions that may have similar grammatical forms but realise different discourse-semantic meanings (Su et al., 2024: 10–11). In this way, Pattern Grammar supplies a recurrent formal configuration, while local-grammar analysis makes the systematic meaning or function associated with that form explicit. Hunston (2025: 25) similarly develops the relationship between Pattern Grammar and Construction Grammar by showing how corpus-derived grammatical patterns can provide a basis for identifying more semantically specified constructions.

Importantly, the relationship between grammatical patterns and constructions is not necessarily one-to-one. A single surface pattern may realise more than one construction where the same formal configuration is associated with systematically different meanings or functions. Su et al. (2024: 10–11), for example, take the single *V that* pattern as their formal starting point and, through local-grammar analysis, distinguish a number of constructions associated with different discourse-semantic functions. Their analysis therefore demonstrates that formally similar instances of a grammatical pattern may belong to different constructions when their systematic meanings or functions differ. Hunston (2025: 25) similarly shows that a single grammatical pattern can provide the basis for multiple constructions when systematic distinctions in meaning are taken into account.

The same distinction is adopted in the present thesis. An adjective–preposition pattern is treated as a recurrent formal configuration, whereas a construction is defined as a form–meaning pairing. Consequently, an adjective–preposition pattern does not in itself constitute a single construction: the same surface pattern may realise multiple constructions when it is associated with systematically different meanings or functions. In the present study, Appraisal provides the framework for identifying evaluative meaning, while local grammar and transitivity provide more delicate functional distinctions within the patterns. These semantic and functional distinctions make it possible to move from the description of recurrent adjective–preposition patterns to the identification of the evaluative constructions realised by them. From adjective patterns to evaluative constructions

2.6.5.4 From adjective patterns to evaluative constructions

Hunston and Su (2019) offer a relevant application of local-grammar analysis to adjective complementation patterns in evaluative language. Although their analysis covers a wider range of adjective complementation patterns, including clause patterns, prepositional phrase patterns, *it*-patterns, and *there*-patterns, the most relevant part here is their treatment of adjective–preposition patterns. This makes their work a close point of departure for the present study.

A key contribution of Hunston and Su's analysis is that adjective–preposition patterns are analysed in terms of the broad roles Target, Hinge, Evaluation, and Specifier. In some cases, the Specifier remains a general label; in others, it is interpreted more delicately through labels such as Role, Comparator, or Evidence.

Table 2.14 presents selected examples from Hunston and Su's (2019: 587) Analysis 5. The original table contains several examples under each label; the version shown here includes one representative example for the broad label Specifier and one representative example for each refined label.

Table 2.14. Local grammar analysis of adjective-preposition patterns in Hunston and Su (2019: 587)

Target	**Hinge**	**Evaluation**	**Specifier**
The Griffins	were	very generous	with offers of lifts
Target	**Hinge**	**Evaluation**	**Topic**
Police	were	vague	about the gunman's demands
Target	**Hinge**	**Evaluation**	**Role**
The death penalty	has proven	worthless	as a solution to crime
Target	**Hinge**	**Evaluation**	**Comparator**
The tutorials	are	quite distinct	from an 'audition' class
Target	**Hinge**	**Evaluation**	**Affected**
Sunshine	is	good	for you
Target	**Hinge**	**Evaluation**	**Reason/Cause**
Her muscles	were	sore	from the stiffness
Target	**Hinge**	**Evaluation**	**Actor/Method**
Success	is	achievable	by anyone willing to work hard
Target	**Hinge**	**Evaluation**	**Evidence**
Simone's low density	is	apparent	from its outline

The table shows that Hunston and Su retain the broad evaluative structure Target + Hinge + Evaluation + Specifier, but in many cases give the Specifier a more specific functional interpretation. The present thesis builds on this approach by using a two-level analysis. The first level is the evaluative structure, which identifies the broad local-grammar roles: Target, Hinge, Evaluation, and Specifier. The second level is the functional structure, which provides more specific labels for the functional roles realised within these patterns. This second level refines the post-adjectival element, or Specifier, as well as the evaluated entity, or Target. In this respect, it extends Hunston and Su's account of evaluative constructions while remaining closely aligned with its local-grammar basis.

Overall, the studies reviewed in this subsection show a clear line of development in the treatment of adjective complementation patterns in evaluative language. Hunston and Sinclair (2000) briefly recognise evaluative adjectives in complementation patterns, while Hunston (2003), Bednarek (2008), and Su (2015) develop more detailed local-grammar analyses of Affect and Judgement. Later work, especially Hunston and Su (2019), extends this line of research by providing a more detailed functional analysis of adjective complementation patterns, particularly through the differentiation of the Specifier. However, this line of research has made greater progress in differentiating the Specifier than in refining the Target. This leaves an important space for the present thesis, which examines adjective–preposition patterns realising Appreciation and argues that the Target also needs finer differentiation.

This section has shown why Pattern Grammar provides an appropriate form-based starting point for the present study. It has traced the development of the approach from COBUILD and the description of recurrent patterns, through the association between pattern and meaning, to later work on adjective complementation patterns in evaluative language. It has also shown that adjective–preposition patterns offer a restricted and productive basis for analysing evaluation, as demonstrated in previous studies of Affect and Judgement. At the same time, the review has highlighted the need for a more explicit semantic framework and for a more delicate account of the roles involved in these patterns. This provides the basis for combining Pattern Grammar, local grammar, and Appraisal in the analysis of adjective–preposition patterns realising Appreciation and in the identification of the constructions associated with those patterns.

2.7 Summary and research gap

To bring these strands together, this chapter has shown that adjective–preposition patterns provide a useful formal basis for analysing evaluative meaning. Pattern Grammar offers a

form-based starting point, Appraisal provides the semantic framework for identifying Appreciation, and local grammar enables the relation of recurrent patterns to discourse-functional roles. The review has also highlighted two main gaps. First, previous research has developed adjective complementation patterns more fully in Affect and Judgement than in Appreciation. Second, earlier work has made greater progress in refining the Specifier than in differentiating the Target. The present study addresses these gaps by focusing on adjective–preposition patterns that realise Appreciation and by proposing a more delicate analysis of both the Specifier and the Target. This provides the basis for the research questions presented in the following section.

2.8 Research questions

On the basis of this review, the present study addresses the following research questions:

RQ1. How can adjective–preposition patterns that realise Appreciation be described as constructions?

RQ2. How can the meaning groups identified by Francis et al. (1998) be developed through a corpus-based constructional analysis of evaluative meaning?

RQ3. How does this analysis contribute to the development of a local grammar of Appreciation?

These questions move from identifying adjective–preposition patterns that realise Appreciation to analysing them at the level of evaluative structure, and then to examining their functional structure, in which the roles within the construction are described in more delicate terms. Chapter Three describes the methodology used to answer these questions, including the corpus data, pattern selection, and analytical procedures.

3 METHODOLOGY

3.1 Introduction

This chapter explains the methodology used to investigate adjective–preposition patterns realising Appreciation. Building on the research gaps identified in Chapter 2, it sets out how these patterns were identified, selected, classified, and analysed.

The chapter has two main aims. The first is to explain how relevant examples were identified and selected from the corpus. This includes the choice of data source, the procedure used to retrieve adjective–preposition patterns, and the criteria used to include or exclude particular cases. The second is to explain how the selected examples were analysed according to a dual structure. In terms of the evaluative structure, the analysis uses local-grammar roles relating to evaluation, such as Target, Hinge, Evaluation, and Specifier. At the second level, the structure specifies the functional categories according to which Targets are being evaluated and the specific function of the Specifier in relation to this.

The chapter is organised as follows. Section 3.2 outlines the overall research design, and Section 3.3 describes the data source, the British National Corpus. Section 3.4 explains the selection, retrieval, and screening of the data. Section 3.5 describes the procedures used to identify instances of Appreciation. Section 3.6 presents the analytical framework adopted in the study, including the local-grammar model and the procedures used to propose constructions. Section 3.7 explains how the resulting constructions were compared with the semantic groups proposed by Francis et al. (1998). Section 3.8 describes the alignment of these constructions with the Appreciation subtypes of Reaction, Composition, and Valuation, as in Martin and White (2005). Section 3.9 presents the coding procedure and worked examples illustrating the application of the analytical framework. Section 3.10 discusses the methodological limitations of the study, and Section 3.11 summarises the chapter.

3.2 Research design

The present study uses a corpus-based qualitative design to investigate adjective–preposition patterns that realise Appreciation. This design is appropriate because the study begins with

recurring forms in actual language use and then examines how these forms express evaluative meaning in context. The analysis therefore requires naturally occurring examples rather than invented sentences. A corpus-based approach is also suitable for evaluative language because evaluation can be context-dependent and may not always be identified reliably through intuition alone (Thompson and Hunston, 2000: 18). Corpus methods enable us to examine repeated patterns across a large body of authentic data and to consider how evaluative meaning is linked to recurrent form (Hunston, 2011: 166–167).

The study focuses on a restricted set of forms, namely adjective–preposition patterns, and a restricted semantic domain, namely Appreciation. This narrowing keeps the study manageable and allows for close analysis of how a specific group of recurrent forms is used to express a particular kind of evaluative meaning.

The research design follows the framework developed in Chapter 2 by bringing together Pattern Grammar, Appraisal theory, local grammar, and SFL transitivity analysis. Pattern Grammar provides the starting point for identifying recurrent adjective–preposition patterns in the corpus. Appraisal theory is used to determine whether the examples realise Appreciation and to classify them by Appreciation subcategory. Local grammar provides the broad evaluative roles Target, Hinge, Evaluation, and Specifier. SFL transitivity analysis is then used, through re-expression tests, to refine the roles of both the Target and the Specifier at the functional-structure level.

The analysis proceeds in stages. First, candidate adjective–preposition patterns are retrieved from the corpus and examined in context. Second, the examples are screened so that only cases realising Appreciation are retained. Third, the retained examples are analysed at two levels. At the broad level, the evaluative structure is described through the roles Target, Hinge, Evaluation, and Specifier. At the more delicate level, the functional structure is described through labels derived from transitivity analysis of re-expressed clauses. In this procedure, each clause is re-expressed in a fuller form to make the participant roles clearer. The re-expression helps identify the functional role of the Target, such as Actor, Carrier, Phenomenon, or Means, and the role of the Specifier, such as Role, Purpose, Evidence, or Comparator. These functional roles provide the basis for the more specific Target and Specifier labels used in the analysis.

This second level is needed because the broad evaluation-based labels do not always explain the role of the evaluated entity or the post-adjectival element in sufficient detail. This approach therefore responds to the research gap identified in Section 2.4.5.2 and builds on Su's (2015) suggestion that the Target in Appreciation may require more specific treatment. More broadly, it addresses the need for a grammatical description that can account more

directly for evaluation than traditional grammar usually does (Hunston and Thompson, 2000: 74). This design provides the basis for answering the research questions set out in Section 2.6.

3.3 Data source: the British National Corpus

The data for the present study were taken from the British National Corpus (BNC). This section briefly describes the corpus and explains why it was selected as the data source for the study.

3.3.1 The corpus

The study uses the British National Corpus (BNC XML Edition), accessed through the BNCweb interface at Lancaster University (BNC Consortium, 2007; Lancaster University, 2008). The BNC contains approximately 100 million words of British English and consists of both written and spoken material. Approximately 90% of the corpus is written, and 10% is spoken, covering a wide range of text types and domains. It therefore provides naturally occurring examples from different domains of use, which makes it suitable for analysing adjective–preposition patterns.

In the present study, the BNC serves as the main source of data for identifying adjective–preposition patterns. It is used to retrieve candidate examples and to provide the contextual material needed for later analysis. In this way, it forms the empirical basis of the study.

3.3.2 Rationale for corpus selection

The BNC was selected because it aligns with the aims of the study. Since the research is concerned with adjective–preposition patterns, a corpus offers a way to examine these patterns in actual language use rather than through invented examples. This helps justify the present study's reliance on contextual evidence, since evaluative meaning often depends on context, and may not always be clear from intuition alone (Thompson and Hunston, 2000: 18).

The BNC also provides enough surrounding co-text to support semantic classification. Identifying the adjective and preposition alone is often not sufficient, because the wider co-text is needed to determine whether the example is evaluative and whether it realises Appre-

ciation rather than Affect or Judgement. A corpus, therefore, enables us to observe regularities in both form and meaning across a large number of authentic examples (Hunston, 2011: 166–167).

The BNC is a suitable source for a study that builds on Pattern Grammar and local grammar approaches, both of which focus on recurring patterning in authentic language data. Although larger corpora are now available, the purpose of the present study is not to provide a comprehensive quantitative account of adjective–preposition patterns, but to carry out a detailed qualitative analysis of the meanings and functions realised by selected patterns. The BNC therefore provides a sufficiently large and varied dataset for the purposes of the study.

The BNC is also suitable here because it provides an independent corpus in which the adjective–preposition patterns identified from Francis et al. (1998) can be investigated. Francis et al. (1998) provide the starting point for the selection of the patterns, while the BNC provides the data for their analysis in the present study. The choice of the BNC is therefore a deliberate methodological decision rather than a limitation of the study.

3.4 Selection, retrieval, and screening of the data

This section explains how the sixteen adjective–preposition patterns were selected, retrieved from the corpus, and screened in order to establish the dataset for the present study. Section 3.4.1 explains the selection of the sixteen patterns from Francis et al. (1998). Section 3.4.2 describes the BNCweb retrieval procedure, including the use of query scripts, frequency breakdowns, random ordering, and concordance-line extraction. Section 3.4.3 sets out the criteria used to include or exclude particular instances. Section 3.4.4 explains how borderline cases were interpreted.

3.4.1 Selection of the 16 patterns

The starting point of the data retrieval process was the identification of adjective–preposition patterns as the formal domain of the study. As explained in the previous chapter, the present research does not attempt to cover adjective complementation patterns in general. Instead, it focuses on adjective–preposition patterns as a more restricted and manageable subset. The adjective–preposition patterns searched in the present study were taken from Francis et al. (1998) and are listed in Table 3.1.

Table 3.1. Adjective–preposition patterns searched in the present study[2]

	Pattern	Example
1	**ADJ *about* n**	*Our licence is **clear about cost subsidies between different groups of users***. (K4H 355)
2	**ADJ *against* n**	*Pennyroyal, a type of mint, is **effective against fleas***. (C8B 1757)
3	**ADJ *as* n**	*Punishments were **effective as deterrents***. (CRX 124)
4	**ADJ *as to* n**	*The specification is **unclear as to the standard to be achieved***. (BME 503)
5	**ADJ *at* n**	*Computers are notoriously **bad at understanding language***. (HHY 6996)
6	**ADJ *between* pl–n**	*Utility is **comparable between individuals***. (HWH 104)
7	**ADJ *by* n**	*His success rate was **obvious by the number of struggling competitors***. (ECK 2075)
8	**ADJ *for* n**	*Bag work is **essential for training competition kicks***. (A0M 921)
9	**ADJ *from* n**	*Sensual love is **distinguishable from identification***. (ECY 909)
10	**ADJ *in* n**	*The goods delivered are so **different in kind***. (J7C 1164)
11	**ADJ *of* n**	*Kahlo's works are **exemplary of certain feminist arguments***. (A6U 234)
12	**ADJ *on* n**	*The statement was **vague on military issues***. (HLR 1017)
13	**ADJ *over* n**	*The heat transport is **dominant over the salt transport***. (J12 1314)
14	**ADJ *to* n**	*These units are enormously **helpful to parents***. (K3K 677)
15	**ADJ *towards* n**	*Statements are …**favourable**…**towards the object***. (HCD 127)
16	**ADJ *with* n**	*Many of the teapots… are **identical with the old bargee's teapot***. (G09 1653)

The sixteen adjective–preposition patterns analysed in the present study were selected from Francis et al.'s (1998) book of noun and adjective patterns in the Grammar Patterns series. They were treated as candidate patterns because they provide a form-based starting point for investigating evaluative meaning. The patterns were then searched for in the BNC through the BNCweb to retrieve naturally occurring examples for closer analysis.

At this stage, the aim was to retrieve formal candidates rather than to classify instances of Appreciation. That is, examples were first collected because they matched the selected adjective–preposition form. They were then screened to determine whether the prepositional

[2] Following Francis et al. (1998), bold is used to highlight the adjective pattern (e.g. **ADJ *about* n)** and the part of each example that realises the pattern, while italics mark the preposition within the pattern.

phrase was genuinely part of the adjective's pattern, whether the example was evaluative, and whether it realised Appreciation. This distinction is important because not every adjective followed by a preposition forms a relevant pattern, and not every evaluative adjective–preposition pattern realises Appreciation. The criteria used for these inclusion and exclusion decisions are explained in the next subsection.

3.4.2 BNCweb retrieval procedure

This subsection explains how candidate examples were retrieved from BNCweb. The purpose of this stage was to collect formal candidates for each of the sixteen adjective–preposition patterns. Each pattern was searched separately in BNCweb using query scripts designed to retrieve adjectives followed by the relevant preposition. For example, the query script _AJ* about was used to retrieve formal matches for the pattern **ADJ *about* n**, that is, cases in which an adjective was followed by *about*.

nt texts (98,313,429 words [4,048 texts]; frequency: 151.16 instances per million words) (displayed in random order) (13.792 seconds)

Show Sentence View | Show in corpus order | Show extended audio data controls | Frequency breakdown

Hits 1 to 100 Page 1 / 149

to detail. I think it is important here to be absolutely	clear about	'quality' as it is, certainly, a vital characteristic
And Tore Pederson, who went off injured against England, is	crazy about	it too. You can't shut them up about it.
down the drivers in the tea-houses of the souk. They were	vague about	dates of departure, and only shrugged and said bad bokra,
she had to learn in three days. The conductor was highly	critical about	her performance and Nilsson ended up a very unhappy soprano. Over
but with the exception of the experimental models, there was nothing	primitive about	the conversion. These trailers were fitted with pneumatic type wheels and
sales estimated at one million cases a year and has also been	concerned about	the message being sent from this country to export markets, implying
to revise that judgment. Even Baroness Thatcher when Prime Minister was	wary about	privatising British Rail because of the complexity. ScotRail is among the
achers flinch at such international comparisons, most of them are surprisingly	enthusiastic about	the national curriculum. More uniform arrangements will allow good schools to
itself more effectively to its potential customers, many of whom are	unclear about	what factoring is or what it can do for their company?
was a courtesy one) kept serving Johnson tea. She was	wrong about	Dunvegan being unsuitable for gardening — she wanted to move to a
this minute I don't think I could bring myself to keep	quiet about	the things you've just been saying.' She was still
comfortable shambles, wandering around and, like, being nice and	loose about	this whole gig scenario. Oh, apart from when they ask
last night was still very much on his mind and he was	embarrassed about	everything that had happened, and everything that had been said.
take a bit of care and be scrupulous about protection. Be	realistic about	your skin type. If you have a fair, sensitive skin
. After all, they are mine.' She was very	firm about	not liking cats. 'Is it a fact that you do
most daunting challenge. Many head teachers are unfamiliar with, and	apprehensive about	, the mysteries of financial, human resource and estate management,
1968, 1980; Lewis, 1966, 1972) What is	distinctive about	this view is not that it takes the episodes of consciousness to
which have an immediate attraction, though a reader will naturally be	wary about	how accurately the interview may have been recorded. Even taped interviews
But I was to be disappointed. There was something drab and	uninspiring about	the place: lessons were boring, teachers were boring, the
4 and listed in the April 9 TV team. I'm	confused about	the reported danger of holes in 'the ozone layer' letting
' when it came to looks, there was some thing very	engaging about	Breeze. This was particularly noticeable tonight, for her cheeks were
months already yeah, mm it's the delay that we are	concerned about	my Lord well I can understand that, yes [pause] well I,
. You are glad about their successes and triumphs. You are	realistic about	their faults and weaknesses. Just because they are OK with you

Figure 3.1. Initial BNCweb concordance output for _AJ* about

Figure 3.1 shows an example of the initial concordance output for the query _AJ* about. The results display individual concordance lines in which an adjective is followed by *about*, such as *clear about*, *crazy about*, *concerned about*, and *worried about*. At this stage, the output still consists of formal matches only.

The next step was therefore to use the frequency breakdown option in BNCweb in order to identify which adjectives occurred most frequently in each pattern. This made it possible to examine each adjective separately during retrieval. The frequencies reported at this stage represent the total frequencies of the adjective–preposition combinations retrieved from the BNC and should not be interpreted as frequencies of examples realising Appreciation, since the retrieved concordance lines had not yet undergone semantic screening. Figure 3.2 shows the frequency breakdown for **ADJ *about* n** in BNCweb.

Frequency breakdown of lexical items for position "node" (1601 types and 14861 tokens)

I<	<<	>>	>I

No.	Lexical items
1	concerned about
2	worried about
3	sorry about
4	sure about
5	happy about
6	clear about
7	enthusiastic about
8	right about
9	worrying about
10	serious about
11	unhappy about
12	optimistic about
13	anxious about
14	guilty about
15	good about
16	excited about
17	wrong about
18	careful about
19	sceptical about
20	confident about
21	cautious about
22	upset about
23	special about
24	pleased about
25	nervous about
26	curious about
27	positive about
28	uneasy about
29	angry about
30	uncertain about
31	bad about
32	quiet about
33	honest about

Figure 3.2. Frequency breakdown of lexical items for the query _AJ* about in BNCweb

Figure 3.2 shows the BNCweb frequency breakdown for the query _AJ* about. The output lists the adjective + *about* combinations in descending order of frequency, beginning with

forms such as *concerned about*, *worried about*, *sorry about*, and *sure about*. The inspection then continued down the frequency list until the last lexical item with at least two concordance lines was reached. This threshold was used to exclude isolated one-off items while still allowing low-frequency but recurrent adjective–preposition combinations to be considered.

For each adjective, concordance lines were inspected in BNCweb. The number of hits per page was set to 100, and the results were viewed in random order rather than in corpus order to avoid selecting examples from only one part of the corpus. For adjectives with more than 100 concordance lines, inspection was limited to the first 100 randomly ordered lines. These 100 concordance lines constituted a screening sample from which relevant examples were identified, rather than the final set of examples included in the analysis. This threshold was used to keep the retrieval and screening procedure manageable while still allowing a substantial number of possible examples to be checked. The KWIC view option was used to inspect the immediate co-text on both sides of the adjective–preposition combination. Figure 3.3 illustrates this KWIC view for *concerned about*.

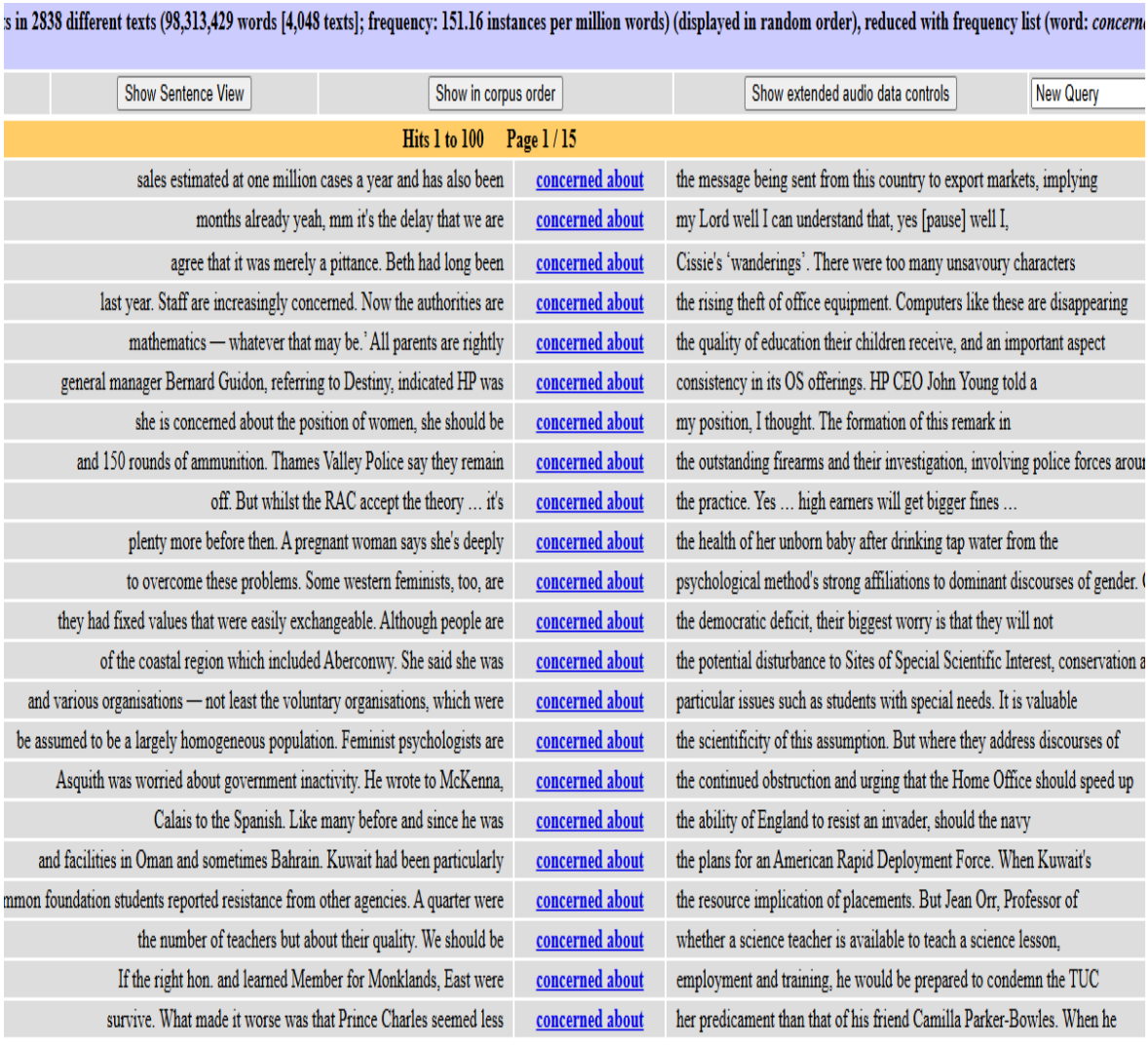


Figure 3.3. KWIC concordance lines for *concerned about* in BNCweb

The selected concordance lines were then copied into a working file that represents each pattern. This retrieval stage produced a set of formal candidates, which were then screened according to the inclusion and exclusion criteria discussed in the next subsection.

3.4.3 Inclusion and exclusion criteria

The retrieval and screening procedure returned many adjective–preposition sequences, but not all of them were relevant to the present study. Clear inclusion and exclusion criteria were therefore needed. The procedure was informed by the principles of pattern identification discussed by Hunston and Francis (2000: 41), by Su (2015: 88–92) and by Huddleston and Pullum's (2002: 626–633) criteria for selecting lexical items for further analysis. However, these principles were adapted to the aim of the present study: identifying adjective–preposition patterns that realise Appreciation.

3.4.3.1 Genuine adjective–preposition pattern instances

The first criterion was that the sequence had to be a genuine instance of the adjective–preposition pattern being searched for. Not every adjective followed by a preposition was treated as a valid case. The prepositional phrase had to form part of the adjective's lexicogrammatical pattern, rather than functioning only as an adjunct or circumstantial element.

Diagnostic checks were used to distinguish complements from adjuncts or circumstantial elements (Huddleston and Pullum, 2002). These included fronting, *wh*-question, and dependency tests. If the prepositional phrase could be moved to the beginning of the clause, or if it answered a question such as when?, where?, or in what setting?, it was treated as more likely to be circumstantial. If it helped complete or specify the meaning of the adjective, it was treated as part of the pattern. For example:

3.1. *Accommodation is available at the end of each day's walk.* (CHH 525)
3.2. *People are quite good at covering things up.* (FA6 1370)

The sequence *available at* matches the formal string **ADJ *at***. However, the phrase *at the end of each day's walk* answers the question *when/where is accommodation available?* rather than *what is accommodation available at?*. It can also be fronted: *At the end of each day's walk, accommodation is available*. This shows that the phrase gives circumstantial information about time or location rather than functioning as a complement of the adjective. The example was therefore excluded. By contrast, in 3.2, the phrase *at covering things up* answers the question *what are people good at?* and specifies the activity in relation to which

the adjective *good* is interpreted. This example was therefore retained as a genuine instance of the pattern.

These tests were used as diagnostic guides rather than as fixed rules for automatic inclusion or exclusion. Some cases remained borderline and required interpretation in context. When the diagnostic tests produced mixed results, the example was included only if the prepositional phrase helped complete or specify the adjective's meaning. If the phrase mainly added circumstantial background information, the example was excluded.

3.4.3.2 Evaluative meaning

The second criterion was that the instance had to be evaluative. Some adjective–preposition cases matched the formal pattern but were descriptive rather than evaluative. They described a state, position, or circumstance without assigning value to a Target. For example:

3.3. *Her eyes were busy with her sewing.* (CDX 1865)
3.4. *He was deep in an armchair.* (FP7 506)

The phrase *busy with* describes the state of *her eyes* in relation to *her sewing*, rather than evaluating them. Similarly, in Example 3.4, *deep in* describes physical location rather than evaluative meaning. These examples were therefore excluded.

By contrast, other examples involved adjectives that clearly evaluate the Target positively in relation to a particular purpose or role:

3.5. *The environment is perfect for communication and intuition.* (G32 488)
3.6. *She was useful as a scarecrow.* (HNP 468)

In Example 3.5, *perfect* evaluates *the environment* as highly suitable for *communication and intuition*. The adjective therefore does more than describe the environment; it assigns a positive value to it in relation to what it enables. In Example 3.6, *useful* evaluates *she* in terms of the role expressed by *as a scarecrow*. Although the Target is human, the evaluation is not primarily concerned with personal character or behaviour. Rather, it concerns usefulness in a particular role. Both examples were therefore treated as evaluative and retained for further analysis.

3.4.3.3 Appreciation rather than Affect or Judgement

The third criterion was that the evaluative instance had to realise Appreciation rather than Affect or Judgement. This decision was guided by Martin and White's (2005) distinction

between the three main domains of Attitude and by the probe questions used to identify Appreciation, which are discussed in more detail in Section 3.6.

At this screening stage, clear cases of Affect were removed where the adjective primarily expressed a feeling or emotional response. This decision was supported by Affect-oriented probe questions, especially 'How did someone feel?' For example:

3.7. *I am happy with the mix of prisoners here.* (K24 1433)

Cases such as this were excluded because *happy* answers the question 'How did I feel?' rather than evaluating a thing, process, or phenomenon.

Judgement cases were also removed where the adjective evaluated a person's behaviour, ability, or character rather than an object, process, or phenomenon:

3.8. *He's brilliant at his job.* (CKC 2045)

In Example 3.8, *brilliant* evaluates *he* in terms of ability or capacity in relation to his job. The example therefore answers a Judgement probe such as 'How capable is he?', rather than an Appreciation probe such as 'Was it worthwhile?' It was therefore excluded from the dataset.

By contrast, some examples were retained because they evaluated the value or function of a Target rather than expressing a feeling or judging behaviour:

3.9. *Maps are very useful for this initial research.* (HJE 989)

In Example 3.9, *useful* evaluates the value or function of *maps* in relation to *this initial research*. The example therefore answers an Appreciation probe such as 'Was it worthwhile?' It was therefore retained in the dataset.

3.4.3.4 Clarity for detailed analysis

A further criterion concerned whether an example was clear enough for detailed analysis. Because the study aimed to analyse both the Target and the Specifier at evaluative and functional levels, examples needed to make these elements reasonably clear. Some cases were technically usable but less suitable because either the Target or the Specifier was vague:

3.10. This *is useful for fields containing data such as passwords.* (HWF 7023)
3.11. *Some are beneficial to the system.* (C97 1770)
3.12. *It was good for the toilet.* (KE6 10539)
3.13. *You're not bloody suitable for it.* (KC6 1983)

In 3.10, the Specifier *for fields containing data such as passwords* functions as a genuine complement, but the Target is realised only by *this*, so the evaluated entity is not fully explicit. Similarly, in 3.11 and 3.12, the adjective–preposition pattern is identifiable, but the Target is realised only by *some* or *it*. This makes more delicate analysis less straightforward.

In 3.13, the Target is clearer, but the Specifier is realised only by the vague pronoun *it*. However, when no clearer example was available, the wider context was checked to determine whether the Target or Specifier could be recovered from the surrounding text, before the example was retained or excluded.

3.4.4 Borderline cases

Some concordance lines required closer checking because their status was not straightforward. In these cases, the issue was not simply whether the line matched the formal search pattern, but whether the adjective and the following prepositional phrase formed a relevant evaluative pattern. Borderline cases were therefore examined manually and with close attention to context.

3.4.4.1 Excluded borderline cases

One type of borderline case involved examples that appeared to be adjective–preposition patterns on the surface but belonged to a different structural type. For example:

3.14 . *Legal ownership is distinguished from equitable ownership.* (GVG 50)
3.15. *Good economic advice is important by definition.* (CN9 1227)

The phrase *distinguished from* is closer to a passive or participial construction than to an adjective followed by a complement. Similarly, examples such as 3.15 were excluded because *by definition* functions as a fixed expression rather than as a regular complement of the adjective.

Comparative or simile-like expressions were also excluded. For example:

3.16. *But her voice sounded strong as a bell.* (EFJ 2286)
3.17. *The sky is clear as glass.* (A0N 87)
3.18. *The river was smooth as a pond.* (FEM 1911)

Examples 3.16–3.18 contain an adjective followed by *as*, but the following phrase forms part of a fixed comparison rather than a regular adjective–preposition pattern.

A further excluded type involved cases where the phrase following the adjective could be interpreted as linked to the Target rather than as a complement of the adjective. For example:

3.19. *Several points are significant about this passage.* (A6B 1005)

This example can be paraphrased as *Several points about this passage are significant*. This suggests that *about this passage* modifies *points* rather than functioning as a clear complement of *significant*. Such cases were therefore excluded where the adjective–preposition relation was not sufficiently clear.

3.4.4.2 Retained borderline cases

One type of borderline case was retained where the adjective–preposition relation was interpretable in context and contributed to appreciative meaning. For example, non-human Targets in **ADJ *at* n**, such as:

3.20. *Computers are notoriously bad at understanding language.* (HHY 6996)
3.21. *The electric engine is extremely efficient at converting electrical energy into movement.* (B7D 1561)

These were checked carefully because **ADJ *at* n** can also evaluate human ability. These examples were retained because the Targets, *computers* and *the electric engine*, are things, systems, or devices, and the evaluation concerns their performance or effectiveness rather than a person's behaviour.

A further retained type instantiated the pattern **ADJ *by* n** sequences such as:

3.22. *The guitar would be recognizable by chips out of the treble side.* (C9N 2116)
3.23. *Inconsistencies in the data are immediately apparent by eye.* (K5T 76)

These examples were retained where the adjective functioned predicatively, and the by-phrase contributed a clear relation, such as evidence or a means of identification, for recognition.

In practice, borderline cases were resolved by repeatedly checking the concordance line and its surrounding context. Where the available data for a pattern were sparse, borderline examples were considered somewhat more permissively, but they were retained only where the adjective–preposition relation could be supported by the surrounding context and the example provided an interpretable instance of Appreciation. This did not mean I removed

the basic inclusion criteria; rather, I gave contextual evidence greater weight in deciding whether to retain a low-frequency example. The guiding principle was not only whether the example matched the target sequence formally, but whether it provided a clear and interpretable instance of Appreciation for the purposes of the present study.

3.5 Identifying Appreciation

This section explains how cases of Appreciation were identified in the data. Not all evaluative adjective–preposition examples realised Appreciation. Some expressed Affect, while others expressed Judgement. It was therefore necessary to apply Appraisal-based semantic criteria before the examples could be taken forward for detailed analysis. The process involved distinguishing cases of Appreciation from Affect and Judgement by applying the Appreciation probe questions as diagnostic tools. Because these probes are associated with different Appreciation subtypes, they also helped classify each Appreciation instance as Reaction, Composition, or Valuation.

3.5.1 Distinguishing Appreciation from Affect and Judgement

A central stage in the analysis was deciding whether a retained evaluative example realised Appreciation rather than Affect or Judgement. This distinction was necessary because the present study focuses only on adjective–preposition examples that realise Appreciation. Although Affect, Judgement, and Appreciation all belong to the Attitude system, they answer different kinds of evaluative questions. Affect is concerned with feelings and emotional states, and can be tested through probes such as ‘How did someone feel?’ Judgement is concerned with behaviour, capacity and character, and can be tested through probes such as ‘How capable?’, ‘How responsible?’, or ‘How ethical?’ Appreciation is concerned with things, processes, texts, states of affairs, functions, and other phenomena, and can be tested through probes such as ‘Did it grab me?’, ‘Did it hang together?’, and ‘Was it worthwhile?’ For example:

3.24. *He was worried about her silence.* (A7J 1490)
3.25. *You are careless with your possessions.* (HH0 1387)

For example, 3.24 was treated as Affect because it answers the probe ‘How did he feel?’ rather than evaluating *her silence* as an object of Appreciation. Similarly, 3.25 was treated as Judgement because it evaluates a person’s behaviour and answers a probe such as ‘How responsible was the person?’

3.5.2 Classifying Appreciation by probe questions

After clear cases of Affect and Judgement had been excluded, the remaining examples were tested using the Appreciation probe questions associated with Reaction, Composition, and Valuation. These probes were used as diagnostic tools because each set of questions points towards a different Appreciation subtype.

Reaction was identified where the example evaluated the Target in terms of its effect or impact. The relevant probes were 'Did it grab me?' and 'Did I like it?' For example:

3.26. *Whole group work is intimidating to children whose grasp of language is uncertain.* (HYA 893)

This case was classified as Reaction, answering the probe 'Did it grab me?' because the Target is evaluated by the response it produces in children.

Composition was identified where the example evaluated the Target in terms of balance or complexity. The relevant probes were 'Did it hang together?' and 'Was it easy to follow?' For example:

3.27. *His essay was clearly incompatible with this story.* (GU7 237)

3.28. *A figure was briefly visible against the window.* (HTR 1052)

Example 3.27 was classified as Composition: Balance because the evaluation concerns whether two entities fit together, addressing the probe 'Did it hang together?' Example 3.28 was classified as Composition: Complexity because the evaluation concerns whether the Target could be perceived or recognised against its background; thus, answering the probe 'Was it easy to follow?' understood in this context as 'Was it easy to perceive or identify?'

Valuation was identified where the example evaluated the Target in terms of usefulness, importance, effectiveness, suitability, or value. For example:

3.29. *Wrist and ankle weights are useful for power training.* (A0M 406)

This example was classified as Valuation because the Target, *wrist and ankle weights*, is evaluated in relation to its usefulness for a particular purpose. This can be tested through the probe 'Was it worthwhile?'

In some cases, Martin and White's (2005) probe questions were adapted slightly to fit the adjective–preposition cases analysed in the present study. For example, the Composition probe 'Was it easy to follow?' was adapted in examples involving clarity, recognisability, or explicitness, as in 3.28. Similarly, the Valuation probe 'Was it worthwhile?' was applied

more specifically as ‘Was the Target useful, important, effective, or suitable in relation to the Specifier?’ as in 3.29.

These probes were used as diagnostic tools rather than fixed rules. Each example was interpreted in context, taking account of the adjective, the Target, and the Specifier. This was necessary because the same adjective can contribute to different evaluative meanings depending on the pattern and its surrounding co-text.

3.6 Analytical framework

This section explains the analytical framework used to examine the retained examples. As discussed in the previous chapter, the present study builds on the broad local-grammar roles proposed in earlier work on evaluative patterns, especially Target, Hinge, Evaluation, and Specifier. However, the present study does not stop at this general level. In order to account for the meanings realised by adjective–preposition patterns more fully, the analysis is divided into two distinct levels. Within this new framework, both the Specifier and the Target are retained as elements in the evaluative structure while, at the second level of analysis, elements of the clause are analysed on the basis of their functional roles within a transitivity-based analysis. This section, therefore, first outlines the analysis of evaluative structure, and then explains how transitivity labels were applied to the Target and Specifier at a second level of analysis.

3.6.1 The evaluative structure

For the evaluative structure, the retained examples were analysed using the four broad local-grammar roles employed by Hunston and Su (2019): Target, Hinge, Evaluation, and Specifier. This level of analysis offers a first account of how instances of adjective–preposition patterns that realise Appreciation are organised. It also forms the starting point for the second level of analysis developed later in the chapter.

The Target refers to the entity that is evaluated. In the present study, this may be a thing, process, activity, environment, device, or, in rare cases, a person. At this level of analysis, however, all such entities are treated under the same broad label Target. The purpose of this role is therefore to identify the item towards which the evaluation is directed, without yet specifying its functional role.

The Hinge refers to the linking element that connects the Target to the evaluative adjective. In most cases in the present study, this role is realised by a form of the verb *be*, although other linking verbs may also occur. The Hinge is important because it forms part of the recurrent grammatical frame through which evaluation is realised.

The Evaluation refers to the evaluative adjective itself. This is the element that directly expresses Appreciation in the pattern. At the general level, adjectives such as *useful, intimidating, perfect,* or *efficient* are treated simply as instances of Evaluation, regardless of the more specific Appreciation subtype they realise.

The Specifier refers to the element following the adjective, usually realised through a prepositional phrase. At this broad level, the role of this element is not yet described in detail. It is treated simply as the part of the pattern that further specifies the evaluation. Thus, phrases such as *for power training*, *as a scarecrow*, and *to children whose grasp of language is uncertain* are all labelled Specifier at the general level, even though they realise different meanings at the more delicate level.

One exception was found in the **ADJ *toward*(*s*) n** pattern. In most examples, the Target occurs before the adjective and the prepositional phrase functions as the Specifier. However, in the construction involving *favourable/unfavourable towards*, the entity before the adjective functions as the source of evaluation rather than as the evaluated entity. For example:

3.30. S*tatements are…unfavourable towards the object*. (HCD 127)

The phrase *statements* does not function as the Target in the usual sense. Rather, it functions as the Evaluator, while *the object* in the *towards*-phrase is the entity being evaluated. This was the only case in the present dataset where the Target was realised in the prepositional phrase rather than before the adjective. It was therefore treated as an exceptional configuration and is discussed in detail in Section 5.8.4.1.

This first level of analysis was applied to all retained examples before any further refinement. For example:

3.31. *Wrist and ankle weights are useful for power training*. (A0M 406)

3.32. *She was useful as a scarecrow.* **(**HNP 468)

Example 3.31 was first analysed as Target (*Wrist and ankle weights*), Hinge (*are*), Evaluation (*useful*), and Specifier (*for power training*). Similarly, 3.32 was analysed as Target (*She*), Hinge (*was*), Evaluation (*useful*), and Specifier (*as a scarecrow*). In this way, the evaluative framework provided a consistent starting point for the analysis of all adjective–preposition patterns that express Appreciation in the dataset. The four elements of the evaluative structure adopted in the present study are summarised in Table 3.2.

Table 3.2. Broad local-grammar roles used in the present study (adapted from Hunston and Su (2019: 582)).

Broad role	**Brief definition**	**Example element**
Target	entity being evaluated	*Wrist and ankle weights*
Hinge	linking element	*are*
Evaluation	evaluative adjective	*useful*
Specifier	element following the adjective that further specifies the evaluation	*for power training*

3.6.2 The functional structure

At the first level of analysis, each example was described using the broad local-grammar roles Target, Hinge, Appreciation, and Specifier. These roles identify the main elements of the evaluative structure, but they do not always show the more specific function of each element in the clause. In particular, the surface structure does not always show what the Target is being evaluated for. A second level of analysis was therefore added, drawing on SFL transitivity, where clauses are analysed in terms of processes, participants, and Circumstances (Halliday and Matthiessen, 2014). This level of analysis used re-expression tests to identify the underlying relations between the Target, the adjective, and the Specifier. Where possible, labels were taken from SFL transitivity, such as Actor, Carrier, Phenomenon, Sayer, Goal, Means, and Purpose. However, in some cases, more specific labels were needed to capture meanings that were narrower than the general transitivity categories. For example, Threat was used for entities against which protection or resistance is evaluated, and Requirement was used for entities evaluated as needed, compulsory, or optional. These more delicate labels were therefore introduced to describe the particular relations found in the adjective–preposition patterns. For example,

3.33. *Wigan is interesting as a small northern town*

Re-expressed as: *Wigan is perceived as interesting in its role as a small northern town.*

3.34. *Punishments were effective as deterrents.*

Re-expressed as: *Punishments worked effectively in their role as deterrents.*

Table 3.3. Target and Specifier labels in the second-level analysis

Target	**Hinge**	**Evaluation**	**Specifier**
Phenomenon	**Hinge**	**Appreciation**	**Role**
Wigan	*is*	*interesting*	*as a town*
Target	**Hinge**	**Evaluation**	**Specifier**
Carrier	**Hinge**	**Appreciation**	**Role**
Punishments	*were*	*effective*	*as deterrents*

Table 3.3 illustrates why the second level of analysis is needed. Although the two examples share the same surface structure, Target + **ADJ *as***, with the Specifier identified as a Role, following Hunston and Su (2019), the re-expression tests show that their Targets have different underlying functional roles. In the first example, *Wigan* is labelled *Phenomenon*, because it is the entity that attracts interest. In the second, *punishments* is labelled Carrier, because the evaluation construes a relation of effectiveness. In both examples, the *as*-phrase is labelled *Role*, because it specifies the role in which the Target is evaluated.

The next discussion presents the 30 functional labels used to refine the broad roles of both the Target and the Specifier through re-expression tests. The 30 labels draw on three sources. First, established participant and circumstantial functions from SFL transitivity are adopted from Halliday and Matthiessen (2014). Second, a number of labels are adopted from the local grammar of evaluation proposed by Hunston and Su (2019). Third, where neither framework provided a sufficiently delicate distinction for the semantic relations identified in the data, additional labels were introduced in the present study. Table 3.4 summarises the source of the 30 labels. The definitions and re-expression tests that follow provide the operational criteria used to distinguish and apply them in the analysis.

Table 3.4. Sources of the second-level functional labels

Provenance	**Functional labels**
Halliday and Matthiessen (2014)	Actor; Beneficiary; Carrier; Goal; Means; Phenomenon; Purpose; Reason; Role; Sayer; Senser; Token; Value
Hunston and Su (2019)	Action; Affected; Comparator; Evidence; Topic
Labels introduced/refined in the present study	Background; Comparand; Content; Facet; Locus; Outcome; Process; Requirement; Requirer; Source; Subordinate; Threat

To keep the analysis consistent and easy to follow, each label was defined and identified using the re-expression tests below. The label was assigned when the re-expression matched the meaning of the example in context and the meaning expressed by the adjective–preposition pattern. Where more than one interpretation was possible, the procedure described in Section 3.6.3 was followed.

1) Action

An element is labelled **Action** when it represents the behaviour or activity that forms part of what is being evaluated. Thus, the Action can be expressed after 'the action of' in the re-expression test. The label follows Hunston and Su (2019: 582).

Example: *Desktop is also particularly good at repairing things.*
Re-expression: *Desktop performs* ***the action of*** *repairing things* (**Action**) well.

2) Actor

An element is labelled **Actor** when it represents the participant that performs or brings about an action or event. In the re-expression test, the Actor can be identified using the form *What X does is…* (Halliday and Matthiessen, 2014: 225–226).

Example: *Some rumours can be very damaging for businesses*.
Re-expression: What some rumours (**Actor**) can do is negatively affect businesses.

3) Affected

An element is labelled **Affected** when it represents the entity that is i positively/negatively affected by an action or condition in the re-expression test. **Affected** is used, following Hunston and Su (2019: 582), rather than **Goal** because the element undergoes a positive or negative change of state.

Example: *The material is safe against minor chips and abrasions.*
Re-expression: *Minor chips and abrasions will not* ***negatively affect*** *the material* (**Affected**).

4) Background

An element is labelled **Background** when it represents the setting or surrounding context against which the Target is perceived or evaluated. This label was introduced in the present

study to capture this specific functional relation. In the re-expression test, the Background can be expressed using 'with X as the background'.

Example: *The ruins of Caerlaverock Castle are prominent against the flat marshes of the Solway Firth.*
Re-expression: *People can easily perceive the ruins of Caerlaverock Castle* ***with*** *the flat marshes of the Solway Firth* (**Background**) ***as the background***.

5) Beneficiary

An element is labelled **Beneficiary** when it represents the participant that benefits from the process expressed in the re-expression (Halliday and Matthiessen, 2014: 345–346). In the re-expression test, the Beneficiary can be expressed as the participant that receives the benefit.

Example: *STACK membership is advantageous for the individual stunt flyer.*
Re-expression: *STACK membership* ***benefits*** *the individual stunt flyer* (**Beneficiary**).

6) Carrier

An element is labelled **Carrier** when, in the re-expression test, it represents the entity to which a quality or attribute is assigned. Like the verb *to be*, the Carrier relationship can be expressed through relational verbs such as *differ*, *resemble*, and *include.* (Halliday and Matthiessen, 2014: 267–268).

Example: *A bribe is different from a reward.*
Re-expression: *A bribe* (**Carrier**) *differs in comparison with a reward.*

7) Comparand

An element is labelled **Comparand** when it represents two or more entities across which a comparison is made. This label was introduced in the present study to distinguish the entities across which a comparison is made. In the re-expression test, the Comparands can be expressed in a form such as "X and Y resemble each other" or "X and Y do not differ significantly".

Example: *Utility is comparable between individuals.*
Re-expression: *Utility across individuals* (**Comparands**) does not differ significantly.

8) Comparator

An element is labelled **Comparator** when, in the re-expression test, it represents the entity against which the Target is compared in a statement of similarity or difference. In the re-expression test, the Comparator can function as the complement of the prepositional phrase 'in comparison with'. The label follows Hunston and Su's (2019: 582) terminology.

Example: *The cooperative production approach is dissimilar from orthodox business methods*.
Re-expression: *The cooperative production approach differs* ***in comparison with*** *orthodox business methods*. (**Comparator**).

9) Content

An element is labelled **Content** when, in the re-expression test, it represents what is contained in or forms part of the Target. This label was introduced in the present study to capture the entity that is contained in the Target. In the re-expression test, the Content is the complement of the prepositional phrase 'full of'.

Example: *The wet garden was alive with smells*.
Re-expression: *The wet garden was* ***full of*** *smells* (**Content**).

10) Evidence

An element is labelled **Evidence** when it represents the information on the basis of which the evaluation of the Target can be made. The label follows Hunston and Su (2019: 582). In the re-expression test, the Evidence can follow the prepositional phrase 'on the evidence of'.

Example: *His success rate was obvious by the number of struggling competitors.*
Re-expression: *One can perceive his success rate* ***on the evidence of*** *the number of struggling competitors* (**Evidence**).

11) Facet

An element is labelled **Facet** when it represents the particular aspect, or dimension of the Target to which the evaluation applies. This label was introduced in the present study to distinguish the particular aspect or dimension of the Target to which the evaluation applies. In the re-expression test, the Facet can typically be re-expressed following the phrase 'with respect to'**.**

Example: *The goods delivered are so different in kind.*
Re-expression: *The goods delivered* ***don't differ with respect to*** *kind* (**Facet**).

12) Goal

An element is labelled **Goal** when it represents the participant towards which the material process is directed (Halliday and Matthiessen, 2014: 226). Unlike Affected (see label 3 above), a more specific label which is used where the data require a narrower distinction, a Goal does not undergo a change of state as a result of the process.

Example: *These qualities were apparently not achievable by colonial potters.*
Re-expression: *Colonial potters could apparently not* ***achieve*** *these qualities* (**Goal**).

13) Locus

An element is labelled **Locus** when it represents the context or situation in which the condition of the Target becomes apparent. This label was introduced in the present study to capture the context or situation in which the quality or condition of the Target becomes apparent. In the re-expression test, the Locus can function as the complement of the prepositional phrase 'in the context of'.

Example: *The commitment was apparent in his every move.*
Re-expression: *People can easily recognise the commitment in* ***the context of*** *his every move* (**Locus)**.

14) Means

An element is labelled **Means** when it represents the entity used to carry out an action or achieve a purpose. In the re-expression test, the Means can function as the complement of the verb *use* in the re-expression test (Halliday and Matthiessen, 2014: 318).

Example: *Wrist and ankle weights are useful for power training.*
Re-expression: *You can* ***use*** *wrist and ankle weights* (**Means**) *for the purpose of power training.*

15) Outcome

An element is labelled **Outcome** when, in the re-expression test, it refers to the result or end-state that the Target helps bring about. This label was introduced in the present study to capture this specific functional relation.

Example: *Stimulating instruction, technical training and well-directed guidance are most helpful towards healthy living and self-control.*
Re-expression: *Stimulating instruction, technical training and well-directed guidance help* ***bring about*** *healthy living and self-control* (**Outcome**).

16) Phenomenon

An element is labelled **Phenomenon** when, in the re-expression test, it represents what is perceived, thought about, felt, or otherwise experienced by a Senser in a mental process (Halliday and Matthiessen, 2014: 251).

Example: *A figure was briefly visible against the window.*
Re-expression: *People could briefly* ***see*** *a figure* (**Phenomenon**) *against the window.*

17) Process

An element is labelled **Process** when, in the re-expression test, it functions as the complement of the prepositional phrase 'in the process of'. This label was introduced in the present study to capture an activity or process in relation to which the Target is evaluated. It represents the process in relation to which the Target is evaluated.

Example: *Toys are beneficial in establishing the bond between you and the dog*.
Re-expression: *Toys work well* ***in the process of*** *establishing the bond between you and the dog (****Process****).*

18) Purpose

An element is labelled **Purpose** when it represents the intended purpose for which an action is carried out. In the re-expression test, the Purpose can follow the phrase 'for the purpose of' (Halliday and Matthiessen, 2014: 321).

Example: *Wrist and ankle weights are useful for power training.*
Re-expression: *You can use wrist and ankle weights* ***for the purpose of*** *power training* (**Purpose**).

19) Reason

An element is labelled **Reason** when it represents the cause or reason for which the situation expressed in the re-expression occurs. In the re-expression test, the Reason can be expressed after the prepositional phrase 'because of' (Halliday and Matthiessen, 2014: 320–321).

Example: *Wordlists are notorious for including bizarre mis-spellings.*
Re-expression: *Wordlists are known* ***because of*** *their inclusion of bizarre mis-spellings* (**Reason**).

20) Requirement

An element is labelled **Requirement** when it represents something that is required, necessary or obligatory by another entity. This label was introduced in the present study to capture something that is required, necessary, or obligatory in relation to another entity. In the re-expression test, the Requirement can be expressed as the entity that is required.

Example: *Subjects were compulsory for all pupils.*
Re-expression: *Subjects* (**Requirement**) ***were required*** *by all pupils.*

21) Requirer

An element is labelled **Requirer** when it represents the entity by which something is required. This label was introduced in the present study to distinguish the entity by which something is required, necessary, or obligatory. In the re-expression test, the Requirer can be expressed after 'in relation to'.

Example: *Subjects were compulsory for all pupils.*
Re-expression: *Subjects were* ***required by*** *all pupils* (**Requirer**).

22) Role

An element is labelled as **Role** when it represents the capacity in which the Target operates or is evaluated. In the re-expression test, the Role can be expressed after the prepositional phrase 'in its/their role as' (Halliday and Matthiessen, 2014: 326).

Example: *Punishments were effective as deterrents.*
Re-expression: *Punishments worked effectively* ***in their role*** *as deterrents* (**Role**).

23) Sayer

An element is labelled **Sayer** when, in the re-expression test, it represents the participant that communicates or conveys a message in a verbal process (Halliday and Matthiessen, 2014: 302–307). The **Sayer** does not have to be a person and may also be a symbolic source of information.

Example: *Our licence is clear about cost subsidies between different groups of users.*
Re-expression: *Our licence* (**Sayer**) *clearly* ***describes*** *cost subsidies between different groups of users.*

24) Senser

An element is labelled **Senser** when, in the re-expression test, it represents the participant that perceives, thinks, feels, or experiences something in a mental process (Halliday and Matthiessen, 2014: 249).

Example: *This type of care is very unpleasant for the patient.*
Re-expression: *This type of care is* ***experienced*** *as unpleasant by* ***the patient*** (**Senser**).

25) Source

An element is labelled **Source** when it represents the entity from which the Target is understood as being separable or inseparable. This label was introduced in the present study to capture the entity or concept from which the Target is understood as being separable or inseparable. In the re-expression test, the relation can be expressed using *separately from* or *with respect to*.

Example: *Our conceptual scheme is inseparable from the idea of such particulars*.
Re-expression: *Our conceptual scheme cannot be considered* ***separately*** *with respect to the idea of such particulars* (**Source**).

26) Subordinate

An element is labelled **Subordinate** when it represents the entity that is dominated by or ranked below the Target. This label was introduced in the present study to capture the entity that is dominated by, or ranked below, the Target. In the re-expression test, the Target can be expressed as dominating the subordinate.

Example: *The heat transport is dominant over the salt transport*.
Re-expression: *The heat transport dominates the salt transport* (**Subordinate**).

27) Threat

An element is labelled **Threat** when it represents an entity or event that has the potential to cause harm or a negative effect to the Target. This label was introduced in the present study to distinguish an entity or event that has the potential to cause harm or a negative effect to

the Target. In the re-expression test, the Threat can function as the participant that negatively affects the Target. The label **Threat** is more specific than the SFL transitivity role **Actor**, because the process involved carries an element of potential harm.

Example: *The material is safe against minor chips and abrasions.*
Re-expression: *Minor chips and abrasions* (**Threat**) *will not* ***negatively affect*** *the material.*

28) Token

An element is labelled **Token** when it represents the entity through which an identifying relationship is expressed. In a relational identifying clause, the **Token** represents the **Value** (Halliday and Matthiessen, 2014: 279).

Example: *The local lime wood was famous as a recreation area.*
Re-expression: *The local lime wood* (**Token**) ***represents*** *a famous recreation area.*

29) Topic

An element is labelled **Topic**, in the re-expression test, when it represents the subject matter that is talked about. The label follows Hunston and Su (2019: 582). In SFL terms, this element would be **Verbiage** in the re-expressed clause (Halliday and Matthiessen, 2014: 306). However, the label **Topic** is retained to maintain correspondence with Hunston and Su's (2019: 582) local-grammar labels.

Example: *Our licence is clear about cost subsidies between different groups of users.*
Re-expression: *Our licence clearly* ***describes*** *cost subsidies between different groups of users* (**Topic**).

30) Value

An element is labelled **Value**, in the re-expression test, when it represents the category assigned to the Token in an identifying relationship (Halliday and Matthiessen, 2014: 279).

Example: *The local lime wood was famous as a recreation area.*
Re-expression: *The local lime wood* ***represents*** *a famous recreation area* (**Value**).

3.6.3 Role of transitivity analysis

In the present study, transitivity analysis is used as an interpretive tool for identifying the underlying meanings implied by evaluative adjective–preposition patterns. Rather than analysing every clause exhaustively in transitivity terms, it is employed selectively to uncover

the process relation suggested by the adjective and to identify the participant functions associated with that relation.

As stated above, this approach is necessary because evaluative adjectives often imply a process relation that is not explicitly realised in the wording of the clause. A pattern such as 'X is useful for Y' does not only express a general quality. It also suggests an underlying relation in which X serves, helps, or benefits Y. Interpreting the adjective in process terms, therefore, makes it possible to determine more precisely how the Target is being evaluated and what contribution the Specifier makes to the evaluative meaning of the pattern.

The analytical procedure adopted in the present study therefore moves from the broad local-grammar analysis to a more delicate semantic interpretation by asking what kind of process is implied by the evaluative adjective. Once this underlying process has been identified, the participant roles involved can be interpreted more precisely. In this way, the broad label Target can be refined, for example, as Means or Phenomenon and so on, while the broad label Specifier can be refined as Purpose, Role, Affected, Senser, or other contextually appropriate categories.

The use of re-expression in the present study can be contextualised within the SFL distinction between congruent and metaphorical realisations of meaning. Halliday and Matthiessen (2014: 712–713) explain ideational grammatical metaphor as a remapping between semantics and lexicogrammar, in which a meaning may be realised through a grammatical configuration different from its more congruent realisation. For example, Halliday and Matthiessen (2014: 729) illustrate how the metaphorical wording can be reworded more congruently, thereby making process relations more explicit. In the present study, re-expression is used in a related but more restricted diagnostic sense: an evaluative adjective–preposition pattern is reworded into a more process-like form to make the implied process relation and associated participant roles more explicit. The re-expression is not treated as a replacement for the original wording, but as an analytical aid to interpret the functional roles of the Target and Specifier.

Halliday and Matthiessen (2014: 311, Table 5-27) summarise the different process types and their characteristic participant roles. Bartlett (2014: 82, Table 3.1) also uses grammatical probes to help distinguish between process types. The re-expression tests used in the present study follow a similar principle. They use grammatical evidence to help identify the relevant process and participant roles.

A re-expression should not, however, be understood as recovering a single, uniquely correct underlying form. A single example may allow more than one plausible re-expression. Halliday and Matthiessen (2014: 729–731) similarly note that there may be different ways

of unpacking a metaphorical wording. In the present study, where more than one re-expression was possible, the choice was guided by the meaning of the example in context and by the meaning group to which it belonged. In particular, the selected re-expression had to be compatible with the shared meaning of the adjectives within that group, rather than fitting only an individual adjective or example. The Appreciation subtype and the surrounding co-text were also considered where necessary. The re-expression that best represented these meanings and made the relevant process and participant roles explicit was then used to identify the more specific functions of the Target and Specifier. It is therefore treated as a diagnostic interpretation rather than as the only possible interpretation. The application of transitivity was also guided by the subtype of Appreciation realised in each example. In cases of Reaction, where the evaluation is closely linked to experience, the underlying meaning often pointed to roles such as Phenomenon and Senser. In other cases, particularly those involving Valuation or Composition, the underlying meaning pointed instead to roles such as Means, Purpose, Role, or Comparator. This made it possible to align the second-level analysis not only with the local-grammar structure of the pattern but also with the Appreciation subtype involved.

The outcome of this second-level analysis is illustrated below. Each selected example was first analysed in terms of the broad local-grammar roles of Target, Hinge, Evaluation, and Specifier. The Target and Specifier were then refined into more specific functional categories based on their underlying meanings. The first row represents the broad local-grammar roles, while the second row gives the corresponding second-level label, and the third row shows the relevant element from the example. Examples 3.1–3.3 illustrate how the two-level analysis was applied.

1) **Illustration (1):** *Wrist and ankle weights are useful for power training.*

This can be tested using the following probe:

People can(not) use X (Target: Means) for the purpose of Y (Specifier: Purpose).
For example:

- Wrist and ankle weights are **useful for power training**... (A0M 406)

Underlying transitivity roles:

- People can use wrist and ankle weights (**Target: Means**) for the purpose of power training (**Specifier: Purpose**).

This shows that *the wrist and weights* function as a Means and for a purpose, which is *power training*. The Target is therefore analysed as Means, while the *for*-phrase is analysed as Purpose, as in Table 3.5. This leads to the following construction:

Table 3.5. Illustration (1) of the two-level analysis.

Target	**Hinge**	**Evaluation**	**Specifier**
Means	**Hinge**	**Appreciation**	**Purpose**
Wrist and ankle weights	*are*	*useful*	*for power training*

2) **Illustration (2):** *Punishments were effective as a deterrent.*

This can be tested using the following probe:

X (Target: Carrier) works effectively in its role as Y (Specifier: Role).
For example:

- …*punishments were* ***effective as deterrents***. (CRX 124)

Underlying transitivity roles:

- Punishments (**Target: Carrier**) worked effectively in their role as deterrents (**Specifier: Role**).

This shows that *punishments* is evaluated through a relational meaning in which a particular role is assigned to it. It is therefore analysed as Carrier, while *as a deterrent* is analysed as Role, as in Table 3.6. This leads to the following construction:

Table 3.6. Illustration (2) of the two-level analysis.

Target	**Hinge**	**Evaluation**	**Specifier**
Carrier	**Hinge**	**Appreciation**	**Role**
Punishments	*were*	*effective*	*as a deterrent.*

3) **Illustration (3):** *Long term investment funds were attractive to investors.*

This can be tested using the following probe:

X (Target: Phenomenon) (does not) appeal to or impact Y (Specifier: Senser).
For example:

- Long term investment funds were attractive to investors. (K8W 219)

Underlying transitivity roles:

- Long term investment funds (**Target: Phenomenon**) appealed to investers (**Specifier: Senser**).

This shows that *Long term investment funds* is the entity experienced, and *investors* are the *experiencers*. The Target is therefore analysed as Phenomenon, while the to-phrase is analysed as Senser. This is shown in Table 3.7.

Table 3.7. Illustration (3) of the two-level analysis.

Target	**Hinge**	**Evaluation**	**Specifier**
Phenomenon	**Hinge**	**Appreciation**	**Senser**
Long term investment funds	*were*	*attractive*	*to investors*

These examples illustrate the coding procedure used in the study. The analysis moved from pattern identification and semantic classification to a more detailed interpretation of the participant roles involved. This made it possible to move beyond the description of grammatical patterns and identify the evaluative constructions realised in the data.

Transitivity is therefore used in this study in a restricted and supportive way. It does not replace Pattern Grammar, local grammar, or Appraisal as the primary analytical framework. Rather, it serves as an interpretative tool that helps uncover the underlying relations implied by the Target and the Specifier and enables more precise functional labels for the Target and the Specifier.

3.7 Comparison with Francis et al.'s (1998) meaning groups

Following the identification of participant roles, the resulting constructions were compared with the notional groupings proposed by Francis et al. (1998). The purpose of this stage was to examine the extent to which the semantic distinctions emerging from the present analysis corresponded to those recognised in the Pattern Grammar framework. In some cases, constructions assigned to different notional groups in Francis et al.'s (1998) classification were found to instantiate the same underlying form–meaning pairing. For example, examples such as *important as a foundation* and *effective as a deterrent* are assigned to different semantic groups in Francis et al.'s (1998) framework, ‘Important’ group and ‘Marvellous’ group.

However, the present analysis identifies both as instances of the construction Carrier–Role, realised by the pattern **ADJ *as* n**, since in both cases the Target is evaluated in relation to a role or function encoded by the noun phrase following *as*. The comparison therefore

made it possible to identify cases where apparently distinct notional meanings could be unified within a single constructional analysis.

3.8 Alignment with Appreciation Subtypes

The final stage of the analysis involved aligning the constructions identified in the preceding stages with the Appreciation subtypes of Reaction, Composition, and Valuation. The evaluative adjectives included in the dataset had already been classified as instances of Appreciation during the data selection stage. The purpose of the present stage was therefore not to determine whether a given example realised Appreciation, but to examine how the constructions identified through the local-grammar analysis were related to the different Appreciation subtypes.

To avoid circularity, this alignment was carried out only after the constructions had been established. First, participant roles were identified through the transitivity analysis and used to determine the constructions associated with each pattern. These constructions were then compared with the Appreciation subtype assigned to the adjective. The resulting constructions were then grouped according to the Appreciation subtype to which the adjective had already been assigned during the data selection stage. For example, instances of the construction Phenomenon–Senser were examined to determine whether they occurred predominantly with adjectives classified as Reaction, while constructions such as Carrier–Role were examined in relation to Valuation and Composition. This procedure enables us to identify recurring associations between particular constructions and particular subtypes of Appreciation. In this way, the analysis moved towards the development of a local grammar of Appreciation, by showing how specific form–meaning pairings contribute to the realisation of Reaction, Composition, and Valuation.

3.9 Coding procedure and worked examples

The preceding sections have described the individual components of the analytical framework. This section summarises how these components were applied in practice. The analysis proceeded through a series of stages, beginning with the retrieval of candidate adjective–preposition patterns from the corpus and ending with the assignment of constructions and their alignment with Appreciation subtypes. First, candidate examples were retrieved from BNCweb and filtered to remove instances that did not realise the target adjective–preposition pattern. The remaining examples were then examined to determine whether they instantiated Appreciation rather than Affect or Judgement. Examples identified as Appreciation were subsequently classified as Reaction, Composition, or Valuation.

The retained examples were then grouped according to the meaning categories proposed by Francis et al. (1998) and analysed using the local-grammar framework. Participant roles were identified through SFL transitivity analysis, which enabled the building of more delicate constructions. These constructions were subsequently compared with those proposed by Francis et al. (1998) and aligned with the relevant Appreciation subtypes. The procedure is illustrated in Examples 1 and 2.

Example (1): *A brief resume may be beneficial for some readers*. (BM6 1235)

1. Pattern: **ADJ *for* n**
2. Appreciation subtype: Valuation
3. Meaning Group: The 'Good' Group
4. Local-grammar analysis:
    - Target: *A brief resume*
    - Specifier: *for some readers*
5. Participant roles:
    - Target = Carrier
    - Specifier = Beneficiary
6. Construction: Means–Beneficiary
7. Alignment:
    - Construction associated with Valuation

Example (2): *This type of care is very unpleasant for the patient*. (FCW 126)

1. Pattern: **ADJ *for* n**
2. Appreciation subtype: Reaction: Quality
3. Meaning group: The 'Good' Group
4. Local-grammar analysis:
    - Target: *This type of care*
    - Specifier: *for the patient*
5. Participant functions:
    - Target = Phenomenon
    - Specifier = Senser
6. Construction: Phenomenon–Senser
7. Alignment:
    - Construction associated with Reaction: Quality

The worked examples illustrate how the analytical framework was applied in practice, from pattern identification to the development of constructions and Appreciation subtypes. They demonstrate the systematic procedure through which adjective–preposition patterns that realise Appreciation were analysed in the present study.

3.10 Methodological limitations

The methodology adopted in this study has several limitations. First, the analysis was restricted to adjective–preposition patterns and was based exclusively on data drawn from the British National Corpus. The findings should therefore be interpreted as applying to a specific formal and semantic domain rather than to adjective complementation more generally.

Second, some stages of the analysis involved interpretive assessment. Although the classification of examples was guided by Appraisal theory and the development of constructions was supported by SFL transitivity analysis, distinctions between categories were not always clear-cut. In particular, the boundary between Appreciation and Judgement and the assignment of more delicate participant roles sometimes required contextual interpretation.

Finally, the study relies on a corpus-based sample of authentic language use. While the BNC provides a substantial and diverse dataset, it cannot represent all varieties and contexts of English. The findings should therefore be understood as tendencies emerging from the corpus investigated rather than as exhaustive descriptions of evaluative adjective–preposition patterns.

3.11 Chapter summary

This chapter has explained the methodology used to investigate adjective–preposition patterns realising Appreciation. It has outlined the overall research design, described the data source, and explained how candidate patterns were retrieved and selected from the corpus. It has also set out the criteria used to identify instances that realise Appreciation, distinguish them from Affect and Judgement, and classify them by subtype.

In addition, the chapter has presented the analytical framework used in the study, based on a dual model comprising an evaluative structure and a functional structure. Together, these form the local grammar developed in the study. For the evaluation structure, examples were analysed through the roles of Target**,** Hinge, Evaluation, and Specifier, in line with previous literature. For the functional structure, the Target and the Specifier were provided with an additional label on the basis of the underlying SFL transitivity structures of the clause. The chapter has also shown how this framework was applied in practice through the coding procedure and worked examples.

The next chapter presents the analysis findings and shows how adjective–preposition patterns realise different types of appreciative meaning.

4 ANALYSIS: ADJECTIVE–PREPOSITION PATTERNS I

4.1 Introduction

This chapter is the first of two analysis chapters. The 16 adjective–preposition patterns selected for the study are divided across Chapters 4 and 5 in order to keep the analysis readable. This division does not reflect a difference in method or theoretical focus; the same analytical procedure is used in both chapters. The present chapter examines the first eight patterns in the order in which they are presented in Francis et al. (1998): A**DJ *about* n**, **ADJ *against* n**, **ADJ *as* n**, **ADJ *as to* n**, **ADJ *at* n**, **ADJ *between* pl-n**, **ADJ *by* n**, and **ADJ *for* n**. The remaining eight patterns are analysed in Chapter 5.

The aim of the chapter is to show how these eight patterns realise Appreciation in the BNC data. Each pattern is analysed in the same sequence. The analysis begins with Francis et al.'s (1998) description of the pattern, then presents corpus evidence for adjectives that realise Appreciation. The adjectives are classified according to Reaction, Composition, and Valuation, compared with Francis et al.'s (1998) meaning groups, and then analysed as constructions using the second-level transitivity-based analysis described in Chapter 3. The constructions are then compared with Francis et al.'s (1998) meaning groups and aligned with the relevant Appreciation subcategories. The analysis begins with **ADJ *about* n**.

4.2 ADJ *about* n

ADJ *about* n is among the adjective patterns that are followed by a preposition and described by Francis et al. (1998: 412–422). In this pattern, the adjective is followed by a prepositional phrase beginning with *about* and a noun group. For example:

Table 4.1. Adjectives occurring in **ADJ *about* n**

	adjective	***about***	**noun group**
The question is deliberately	not explicit	*about*	which should be used.

Building on this description, the present study extends the analysis of **ADJ *about* n** by drawing on data from the BNC, using the BNCweb tool. The aim is not only to observe which

adjectives occur in this pattern, but also to examine how they realise evaluative meaning within the framework of Appraisal. Using the probes proposed by Martin and White (2005), the adjectives are first categorised into the three subtypes of Appreciation: Reaction (did it grab me?), Composition (how well is it put together?), and Valuation (is it worthwhile?).

Following this, the analysis adopts Francis et al.'s (1998) semantic grouping of adjectives. Based on Francis et al. (1998: 412–422), 463 adjectives occur with this pattern, divided into 23 meaning groups, presented in Table 4.2 with examples.

Table 4.2. Francis et al.'s meaning groups for **ADJ *about* n**

No.	Meaning group in Francis et al. (1998)	Examples from Francis et al. (1998)	No.	Meaning group in Francis et al. (1998)	Examples from Francis et al. (1998)
1	'Passionate and Cool' Group	*keen, crazy*	13	'Scathing and Charitable' Group	*harsh, kind*
2	'Happy' Group	*happy, pleased*	14	'Articulate and Reticent' Group	*candid, silent*
3	'Unhappy' Group	*grumpy, sad*	15	'Honest and Dishonest' Group	*truthful, hypocritical*
4	'Philosophical' Group	*calm, patient*	16	'Entertaining' Group	*amusing, boring*
5	'Nervous' Group	*afraid, nervy*	17	'Marvelous' Group	*excellent, nice*
6	'Angry' Group	*angry, furious*	18	'Ruthless' Group	*reckless, stubborn*
7	'Curious' Group	*curious, puzzled*	19	'Careful' Group	*choosy, strict*
8	'Arrogant' Group	*arrogant, snobby*	20	'Fair and Selfish' Group	*generous, insensitive*
9	'Cynical and Serious' Group	*awkward, jealous*	21	'Analytical' Group	*clever, stupid*
10	'Certain' Group	*certain, sure*	22	'Aware and Ignorant' Group	*conscious, clueless*
11	'Specific and Vague' Group	*precise, unclear*	23	'Right and Wrong' Group	*accurate, wrong*
12	'Apologetic' Group	*guilty, sorry*			

In the present study, the BNC data are classified into these groups where possible, while adding new adjectives to them and creating new groups where necessary. This step enables

us to compare the constructions developed in this thesis with Francis et al.'s (1998) categorisation and to act as an initial step in formulating more specific constructions that will comprise a local grammar of Appreciation.

To develop the patterns into constructions, the analysis turns to SFL transitivity analysis. By examining the underlying processes and participants associated with each example, it becomes possible to differentiate between meaning groups on the basis of the underlying roles that are subsumed within the patterns.

The steps are outlined in the first pattern as a reminder of the procedures followed and will not be repeated in the discussion of the remaining patterns.

4.2.1 Corpus evidence and diagnostic screening for ADJ *about* n

ADJ *about* n is a highly productive pattern in the BNC. The corpus query returned 14,861 hits, with 739 adjectives occurring more than once. However, only six adjectives were retained for detailed analysis. Retention was based on two criteria: the examples had to pass the diagnostic tests for genuine adjective–preposition patterns, as outlined in Section 3.5, and they had to realise meanings associated with Appreciation, as discussed in Section 3.6.

The diagnostic screening was used to ensure that the *about*-phrase functioned as part of the adjective–preposition pattern, rather than as a circumstantial element or as part of the preceding noun group. This screening involved fronting, *wh*-question formation, semantic dependency, and noun-group re-expression tests. For example, in *Our licence is clear about cost subsidies between different groups of users* (K4H 355), the *about*-phrase answers the question *what is the licence clear about?* and specifies the matter in relation to which the licence is evaluated. This example was therefore retained. By contrast, in *Several points are significant about this passage* (A6B 1005), the *about*-phrase can be more naturally interpreted as modifying the preceding noun group: *Several points about this passage are significant*. This example was therefore excluded.

Similar diagnostic checks were applied to the remaining retrieved examples. Cases such as *clear about*, *explicit about*, *informative about*, *precise about*, *unclear about*, and *vague about* were retained, while cases such as *significant about*, *necessary about*, and *noteworthy about* were excluded where the *about*-phrase was more naturally interpreted as modifying the preceding noun group.

The small number of retained adjectives suggests that, although **ADJ *about* n** is frequent and productive in formal terms, its role in realising Appreciation is relatively limited. The six retained adjectives are presented in Table 4.3, arranged by frequency from the most to the least frequent.

Table 4.3. Distribution of BNC adjectives realising Appreciation in **ADJ *about* n**

No.	Adjective	No. of occurrences
1	*clear*	264
2	*vague*	49
3	*explicit*	42
4	*precise*	36
5	*unclear*	21
6	*informative*	7

4.2.2 'ADJ *about* n' across Appreciation categories

While the previous step involved sorting the adjectives by frequency, in this section, they are classified into subcategories of Appreciation to demonstrate their relevance to the present study. Specifically, the adjectives are assigned to the Appreciation types of Reaction, Composition, or Valuation, following the diagnostic probes proposed by Martin and White (2005).

The six retained adjectives in **ADJ *about* n** are classified primarily as Composition: Complexity, since they evaluate the Target according to clarity, explicitness, informativeness, precision, or vagueness. In terms of Martin and White's (2005) Appreciation probes, they are closest to the question 'was it hard to follow?' The adjective *informative* may appear close to Valuation because it relates to usefulness. However, in this pattern, it is treated as Composition because it evaluates how clearly and sufficiently the Target provides information about the Specifier. The six examples are as follows:

4.1. *Our licence is **clear about cost subsidies between different groups of users***. (K4H 355)

4.2. *…the question is deliberately not **explicit about which should be used***. (HW9 701)

4.3. *The information we received was **very precise about Crevecoeur's location***. (AD9 2635)

4.4. *…the Act is **very unclear about what is and what is not permitted***. (EFD 1357)

4.5. *…the passage he quotes is **particularly vague about the sexual obligations of marriage***. (GW1 351)

4.6. *…the results for commodity futures are not **very informative about index futures***. (FSA 1157)

None of the retained **ADJ *about* n** examples fall under Reaction or Valuation. This suggests that, in the present dataset, **ADJ *about* n** tends to construe informational content rather than emotional response or social value when realising Appreciation. Table 4.4 summarises the distribution of the retained adjectives across the Appreciation subcategories.

Table 4.4. Distribution of adjectives in **ADJ *about* n** across Appreciation subcategories

ADJ *about* n					
Reaction		**Composition**		**Valuation**	
No.	0	No.	6	No.	0
-		*clear, explicit, informative, precise, unclear, vague*		-	

4.2.3 Aligning BNC adjectives with Francis et al.'s (1998) meaning groups

This section explains how I grouped the adjectives from the BNC using Francis et al.'s (1998) original meaning groups and added new groups when needed.

When these adjectives were matched with Francis et al.'s meaning groups, five of them — *clear*, *explicit*, *precise*, *unclear*, and *vague* — were found to belong to the same group, the 'Specific and Vague' group (Francis et al., 1998: 417). The remaining adjective, *informative*, appears in the 'Entertaining' group (Francis et al., 1998: 419).

In Francis et al.'s (1998) classification, the 'Specific and Vague' group includes adjectives indicating that "someone says something clearly and precisely, or unclearly and imprecisely" (1998: 417). In the present study, the group label is retained, but its definition is adjusted to align with the focus on Appreciation. Francis et al.'s (1998) original wording foregrounds the evaluation of a person's communicative behaviour, whereas the present analysis is concerned with the evaluation of things, texts, passages, information, questions, or other semiotic products. The group is therefore defined here as including adjectives which indicate that something describes, presents, or specifies something else clearly and precisely, or unclearly and imprecisely. On this basis, five adjectives are assigned to the 'Specific and Vague' group.

In Francis et al.'s (1998) classification, the 'Entertaining' group refers to adjectives which suggest that "someone talks in a way that is judged to be good or bad for some reason" (1998: 419). In the present study, the group label is retained, but the definition is adapted because the focus is on Appreciation, not Judgement. In other words, the analysis is not concerned with evaluating the speaker's behaviour, but with evaluating the quality of what

is said or written. Since the relevant adjective in the data is *informative*, the group is understood here as referring to adjectives which show that something provides useful or valuable information.

Thus, Francis et al. (1998) identify 23 meaning groups for the **ADJ *about* n** pattern. In the present BNC data, however, only two of these groups are represented among the adjectives retained as realising Appreciation. The remaining groups either did not occur in the retained data or did not express Appreciation in the examples analysed. The two groups are as follows:

1) **The 'Specific and Vague' group**

This group includes five adjectives that indicate whether something is clear or precise. These are *clear, explicit, precise, unclear,* and *vague*, as illustrated in 4.1–4.5 above.

2) **The 'Entertaining' group**

This group indicates that something provides useful or relevant information about a particular topic, issue, or domain. It contains *informative*, as shown in example 4.6 above.

The comparison with Francis et al.'s meaning groups shows how the retained adjectives relate to existing semantic classifications. The next step is to move beyond these broad meaning groups and examine the constructions through which the **ADJ *about* n** pattern organises the relationship between the evaluated Target and the *about*-phrase.

4.2.4 From 'ADJ *about* n' to constructions

Under this pattern, the six instances of Appreciation identified can be described in terms of the evaluative structure: the Target (the entity being evaluated), the Hinge (the linking element), the Evaluation (realised by the adjective), and the Specifier (realised by the *about*-complement indicating what the evaluation is about). At this level, the structure is the same across all clauses.

A closer analysis of the construction's underlying meaning reveals that the retained examples of **ADJ *about* n** are organised around a common Sayer–Topic relation. This supports treating **ADJ *about* n** that realise Appreciation as a single construction, which is examined separately in the following section using probe tests.

4.2.4.1 The Sayer–Topic Construction

The examples in 4.1–4.5 share the same underlying transitivity structure. In each case, the Target can be re-expressed as a Sayer in a verbal process (Halliday and Matthiessen, 2014: 303), while the *about*-phrase identifies the Matter (Halliday and Matthiessen, 2014: 314) being communicated. In the re-expression, this element, i.e. the *about*-phrase, corresponds to Verbiage (Halliday and Matthiessen, 2014: 306), since it is construed as the complement of a verbal process, as in *X describes Y*. However, in the original corpus examples, the same element is realised as the complement of the preposition *about*. Although the SFL term Matter could be relevant here, the label Topic is preferred because it is the term used in Hunston and Su's (2019: 582) local-grammar account for the element specifying what an evaluation is about. Using Topic, therefore, keeps the analysis consistent with earlier local-grammar work, while the re-expression test shows the underlying meaning of the verbal-process:

X (Target: Sayer) clearly or unclearly describes Y (Specifier: Topic).

For example:

- *Our licence is clear about cost subsidies between different groups of users*.

Underlying transitivity roles:

- Our licence (**Target: Sayer**) clearly describes cost subsidies between different groups of users (**Specifier: Topic**).

The construction can therefore be represented as follows:

Table 4.5. Analysis 1: Sayer + Hinge + Appreciation + Topic

Target	**Hinge**	**Evaluation**	**Specifier**
Sayer	**Hinge**	**Appreciation**	**Topic**
Our licence	is	clear	about cost subsidies between different groups of users
The question	is not	explicit	about which should be used
The information we received	was	very precise	about Crevecoeur's location
The Act	is	very unclear	about what is and what is not permitted
The passage he quotes	is	particularly vague	about the sexual obligations of marriage
The results for commodity futures	are not	very informative	about index futures

4.2.5 Comparing the constructions with Francis et al.'s (1998) meaning groups

The transitivity analysis of the Sayer + Hinge + Appreciation + Topic construction broadly supports Francis et al.'s (1998) 'Specific and Vague' group. In the present data, adjectives such as *clear*, *unclear*, *precise*, *explicit*, and *vague* have a similar functional structure. They evaluate how clearly the Target presents or communicates a Topic. For this reason, they can be treated as one constructional set. However, *informative*, which Francis et al. (1998)place in the 'Entertaining' group, also fits this construction in the present data. Like *clear* and *explicit*, it evaluates the Target based on the information it provides about a Topic. It is therefore included in this construction, while its different position in Francis et al.'s (1998) classification is noted.

This comparison shows that the constructional analysis broadly supports Francis et al.'s (1998) grouping, while also accounting for the inclusion of *informative*. The following section places the construction within the relevant Appreciation subcategories.

4.2.6 Aligning constructions with Appreciation subcategories

As shown in Section 4.2.2, the adjectives retained for **ADJ *about* n** are associated mainly with Composition: Complexity. This section briefly considers whether the same classification is supported at the constructional level.

4.2.6.1 Composition: Complexity and the Sayer–Topic construction

The constructional analysis confirms this classification at *the* clause level: the Sayer + Hinge + Appreciation + Topic construction evaluates the Target according to how clearly, explicitly, precisely, vaguely, or informatively it communicates the Topic. The section, therefore, does not reclassify the adjectives, but shows that the Appreciation subcategory identified earlier is also supported by the constructional analysis. Table 4.6. illustrates this alignment with representative examples rather than repeating the full set discussed above.

Table 4.6. Sayer + Hinge + Appreciation: Composition: Complexity + Topic

Target	**Hinge**	**Evaluation**	**Specifier**
Sayer	**Hinge**	**Appreciation: Composition: Complexity**	**Topic**
Our licence	is	clear	about cost subsidies between different groups of users
The question	is not	explicit	about which should be used

4.2.7 Summary

Although the **ADJ *about* n** pattern is common in the BNC, this study shows that it plays a relatively limited but revealing role in the expression of Appreciation. After the exclusion of borderline cases, the analysis focused on adjectives such as *clear*, *explicit*, *precise*, *informative*, *vague*, and *unclear*. These adjectives share the same constructional structure: Sayer + Hinge + Appreciation + Topic. In this construction, the Target is evaluated according to how clearly, explicitly, precisely, vaguely, or informatively it communicates a Topic.

The analysis broadly supports Francis et al.'s (1998) 'Specific and Vague' meaning group, since adjectives such as *clear*, *explicit*, *precise*, *vague*, and *unclear* behave similarly in both formal and functional terms. However, *informative*, which Francis et al. (1998) classify under the 'Entertaining' group, patterns with the same construction in the present data, because it evaluates the Target according to the information it provides about a Topic.

In terms of Appraisal, the construction mainly covers Composition: Complexity, as it evaluates whether the Target is easy to follow or understand. The analysis, therefore, shows that the **ADJ *about* n** pattern is best understood not simply as a formal adjective–preposition sequence, but as a construction in which the Target communicates a Topic with a particular degree of clarity. The next section turns to the **ADJ *against* n** pattern using the same analytical approach.

4.3 ADJ *against* n

ADJ *against* n is the second pattern described by Francis et al. (1998: 422–424). In this pattern, the adjective is followed by a prepositional phrase starting with *against*, followed by a noun group. For example:

Table 4.7. Adjectives occurring in **ADJ *against* n**

	adjective	***against***	**noun group**
Such truisms can be	defenceless	*against*	criticism
A figure was	briefly visible	*against*	the window

Based on Francis et al. (1998: 422–424), 46 adjectives occur with this pattern and are divided into seven meaning groups. In addition, Francis et al. (1998) list seven adjectives under 'Other meanings': *biased*, *bitter*, *outspoken*, *valid*, *vigilant*, *violent*, and *weighted*, because they occur in the same formal pattern but do not form a coherent semantic group. Table 4.8 presents the meaning groups with examples.

Table 4.8. Francis et al.'s (1998) meaning groups for **ADJ *against* n**

No.	Meaning group in Francis et al. (1998)	Examples from Francis et al. (1998)	No.	Meaning group in Francis et al. (1998)	Examples from Francis et al. (1998)
1	'Effective' Group	*effective, useless*	5	'Successful' Group	*brilliant, good*
2	'Defenceless' Group	*defenceless, vulnerable*	6	'Steady' Group	*firm, weak*
3	'Safe' Group	*safe, proof*	7	'Deductible' Group	*deductible, redeemable*
4	'Visible' Group	*visible, pale*			

The same analytical procedure is applied to this pattern: Francis et al.'s (1998) description is first considered, followed by the corpus evidence, the classification of adjectives by Appreciation subcategory, constructional analysis, comparison with Francis et al.'s (1998) meaning groups, and alignment with Appreciation subcategories.

4.3.1 Corpus evidence and diagnostic screening for ADJ *against* n

The corpus search for **ADJ *against* n** returned 1,244 instances. Of these, 162 adjectives occurred more than once. The diagnostic screening stage identified 12 relevant adjectives for detailed analysis. These adjectives passed the diagnostic tests described in Section 3.5, such as fronting, *wh*-question formation, noun-phrase modification, and semantic dependency.

The retained examples can be illustrated through the *wh*-question test, which was useful because it shows whether the *against*-phrase is dependent on the adjective. In many retained examples, the *against*-phrase answers a question formed directly from the adjective. For example, *Pennyroyal is effective against fleas* answers *what is pennyroyal effective against?*, while *the marine battle armour was proof against most weapons* answers *what was the armour proof against?* Similarly, *breast feeding is protective against allergies* answers *what is breast feeding protective against?* In these cases, the *against*-phrase specifies the opposing entity in relation to which the Target is evaluated.

The same test also supports the inclusion of visual and comparative examples, although these involve a background or ground relation rather than an opposing entity. In *a figure was briefly visible against the window*, the *against*-phrase answers: *Against what background was the figure visible?* In *differences of style and opinion are insignificant against the background of the proven commitment of Europeans today*, it answers *Against*

what background are the differences insignificant? These examples were therefore retained. The 12 adjectives are presented in Table 4.9, ranked from most to least frequent.

Table 4.9. Distribution of BNC adjectives realising Appreciation in **ADJ *against* n**

No.	Adjective	No. of occurrences
1	*effective*	63
2	*protective*	33
3	*defenceless*	11
4	*proof*	10
5	*secure*	10
6	*visible*	9
7	*ineffective*	7
8	*safe*	5
9	*useless*	4
10	*conspicuous*	2
11	*insignificant*	2
12	*prominent*	2

4.3.2 'ADJ *against* n' pattern across Appreciation subcategories

The adjectives in Table 4.9 express Appreciation because they evaluate things, processes, or states of affairs rather than human behaviour or emotional response. The evaluations focus either on functional value, adequacy, protection, importance, or perceptual salience. Using Martin and White's (2005) probes as diagnostic guides, the concordance lines for **ADJ *against* n** can be grouped into two main Appreciation subcategories. Most of the adjectives fall under Valuation, since they evaluate whether the Target is effective, useful, protective, resistant, or important in relation to the entity introduced by *against*. These examples do not always answer the probe 'Is it worthwhile?' in a direct way; rather, they answer a more context-specific version of the Valuation probe, such as 'Is it effective/useful/protective in relation to this opposing entity or threat?' The following nine examples illustrate this:

4.7. *Pennyroyal, a type of mint, is* ***effective against fleas****…* (C8B 1757)

4.8. *…two of the Army's three new anti-tank missiles will be* ***ineffective against the frontal armour of new Soviet tanks***. (A50 289)

4.9. *Their bows and spears…were* ***useless against the armour of the Chaos warriors and the brazen hides of daemons****.* (CM1 409)

4.10. *...such truisms can be* ***defenceless against criticism****…* (FA9 1767)

4.11. *…the marine battle armour was* ***proof against most weapons***. (G17 704)

4.12. *…breast feeding is* ***protective against allergies****…* (ANM 683)

4.13. *…the material is* ***safe against minor chips and abrasions***. (CEG 606)

4.14. *His feeling tone…is quite* ***secure against****…****the smell of altered human flesh****.* (FYV 621)

4.15. *…differences of style and opinion are* ***insignificant against the background of the proven commitment of Europeans today****…* (HLK 2234)

The adjectives *visible*, *conspicuous*, and *prominent* are classified under Reaction: Impact because they evaluate the perceptual salience of the Target. In Martin and White's (2005) terms, Reaction: Impact is concerned with whether something catches attention or has an impact on someone. The examples analysed here do not necessarily express an emotional reaction; rather, they evaluate whether the Target is perceptually noticeable against a visual ground. In examples (4.16–4.18), for instance, the Target is assessed according to whether it is *visible*, *conspicuous*, or *prominent* against a visual ground. That places them closer to Reaction: Impact than to Composition or Valuation. These examples, therefore, answer a context-specific version of the Impact probe: 'Is it noticeable or attention-catching against the ground?'

4.16. *…black moustachial streak is* ***conspicuous against white chin and cheeks****.* (GUA 864)

4.17. *The ruins of Caerlaverock Castle are* ***prominent against the flat marshes of the Solway Firth****.* (CJK 1451)

4.18. *A figure was briefly* ***visible against the window****...* (HTR 1052)

Table 4.10 below shows the adjectives sorted into Appreciation subcategories.

Table 4.10. Distribution of adjectives in **ADJ *against* n** across Appreciation subcategories

ADJ *against* n					
Reaction		**Composition**		**Valuation**	
No.	3	No.	0	No.	9
conspicuous, prominent, visible		-		*defenceless, effective, ineffective, insignificant, proof, protective, safe, secure, useless*	

4.3.3 Aligning BNC adjectives with Francis's meaning groups

In matching these adjectives with Francis et al.'s (1998) meaning groups, I found that *effective*, *ineffective*, and *useless* appear in Group 1 (the 'Effective' group), *defenceless* in Group 2 (the 'Defenceless' group), *proof, protective, safe*, and *secure* in Group 3 (the 'Safe' group), and *visible* in Group 4 (the 'Visible' group). As for *conspicuous* and *prominent*, they are not listed in any of Francis et al.'s (1998) groups under **ADJ *against* n**. However, given their close semantic similarity to *visible* in describing something as noticeable, they would be expected to fall within this group. For this reason, they are included here along with *visible* as part of the 'Visible' group. This is in line with the principle of keeping Francis et al.'s (1998) original categories wherever possible, rather than creating new ones. In addition, one adjective, *insignificant*, was not found in any of Francis et al.'s (1998) eight meaning groups. For this reason, a new category (the 'Significant' group) was formed to capture their meaning, which did not fit into Francis et al.'s (1998) existing groups. On this basis, five meaning groups were established for the **ADJ *against* n** pattern in the present data. Four, realising Appreciation, correspond to groups identified by Francis et al. (1998), who distinguish seven meaning groups for this pattern, while one was added to account for adjectives that did not fit their classification, as shown below:

1) **The 'Effective' group**

As Francis et al. (1998: 422–23) explain, these adjectives describe whether something successfully protects against harm or fails to do so. These are *effective, ineffective, useless,* as shown in examples 4.7–4.9 above.

2) **The 'Defenceless' group**

As Francis et al. (1998: 423) define it, adjectives in this group describe something that cannot protect itself from harm. It includes *defenceless*, as illustrated in 4.10 above.

3) **The 'Safe' group**

In Francis et al.'s terms (1998: 423), adjectives in this group convey the idea that something cannot be adversely affected by something. It is *proof, protective, safe* and *secure,* as exemplified in 4.11-4.14 above.

4) The 'Significant' group

This group includes adjectives that indicate whether something is *important.* It contains *in-significant*, as shown in example 4.15 above.

5) The 'Visible' group

As Francis et al. (1998: 423) explain, this group consists of adjectives that show that something stands out or has noticeable presence. It includes *conspicuous, prominent,* and *visible* as illustrated in 4.16–4.18 above.

The analysis now moves from Francis et al.'s (1998) meaning groups to the constructions through which **ADJ *against* n** relates the Target to the *against*-phrase.

4.3.4 'ADJ *against* n' as constructions

As with the previous pattern, all 12 instances of Appreciation in this pattern consist of four components: the Target, the Hinge, the Evaluation, and the Specifier, with the same surface structure across cases.

At the level of SFL transitivity roles, a clear division can be observed in their underlying meanings, with the Target acting variously as Means, Affected, or Phenomenon, and the *against*-phrase as Threat or Background. These are addressed individually in the sections that follow using probe tests.

4.3.4.1 The Means–Threat Construction

When *against* signals a threat, it introduces an element that must be resisted or overcome. In this sense, the Target is evaluated in terms of its ability (or inability) as a means to act effectively on the problem. Instances 4.7–4.9, 4.11, and 4.12, in Table 4.11 below, share the same underlying transitivity structure, in which the Target functions as Means (Halliday and Matthiessen, 2014: 318) in a material process (Halliday and Matthiessen, 2014: 225–226), and the specified element realises the Threat. Since the original surface pattern is **Y is ADJ *against* X**, the re-expression reverses the order of the participants and can be generalised as follows:

People can(not) effectively use X (Target: Means) to resist Y (Specifier: Threat).
For example:

- *Pennyroyal, a type of mint, is effective against fleas…*

Underlying transitivity functions:

- People can effectively use Pennyroyal (**Target: Means**) to resist fleas (**Specifier: Threat**).

Here, the Targets are evaluated in terms of their use, realising the Means through which the Threat is obstructed.

According to this observation, the labelling of these sentences is shown in Table 4.11, where the Target is labelled as the Means and the phrase following 'against' as the Threat.

Table 4.11. Analysis 1: Means + Hinge + Appreciation + Threat

Target	**Hinge**	**Evaluation**	**Specifier**
Means	**Hinge**	**Appreciation**	**Threat**
Pennyroyal	is	effective	against fleas
Two of the Army's three new anti-tank missiles	will be	ineffective	against the frontal armour of new Soviet tanks
Their bows and spears	were	useless	against the armour of the Chaos warriors and the brazen hides of daemons
The marine battle armour	was	proof	against most weapons
Breast feeding	is	protective	against allergies

In sum, this pattern shows that when *against* occurs with adjectives such as *(in)effective, useless, proof* and *protective*, it develops a threat-related meaning, with the first element construed as Means and the second as a source of Threat.

4.3.4.2 The Affected–Threat Construction

In this construction, the re-expression test reveals an underlying material process in the SFL transitivity structure. The *against*-phrase is interpreted as the Threat, that is, the potential source of negative effect, while the Target functions as the Affected participant, the entity that may or may not be affected. As in 4.2.4.1, the original surface pattern is 'Y is ADJ *against* X'; thus, the re-expression reverses the order of the participants and can be generalised as follows:

X (Specifier: Threat) may (not) negatively affect Y (Target: Affected).

For example:

- *…the material is safe against minor chips and abrasions*. (CEG 606)

Underlying transitivity functions:

- Minor chips and abrasions (**Specifier: Threat**) may not negatively affect the material (**Target: Affected**)

Here, the Targets in examples 4.10, 4.13 and 4.14, representing the 'Defenceless' and 'Safe' groups, are evaluated in terms of their resistance to harm. The *against*-phrase realises the Threat in the material process, while the Target functions as the Affected participant.

According to this observation, the labelling of these sentences is shown in Table 4.12, where the Target is labelled as the Affected and the phrase following 'against' as the Threat.

Table 4.12. Analysis 2: Affected + Hinge + Appreciation + Threat

Target	**Hinge**	**Evaluation**	**Specifier**
Affected	**Hinge**	**Appreciation**	**Threat**
Such truisms	can be	defenceless	against criticism
The material	is	safe	against minor chips and abrasions
His feeling tone	is	quite secure	against the smell of altered human flesh

In sum, this pattern shows that when *against* occurs with adjectives such as *defenceless*, *safe*, and *secure*, it takes on a harm-related meaning, with the first element construed as the Affected participant and the second as the Actor participant.

4.3.4.3 The Phenomenon–Background Construction

Against can also introduce a background against which the Target is perceived or assessed. In the visual examples, adjectives such as *conspicuous*, *prominent*, and *visible* evaluate whether the Target can be easily seen. However, in the example with *insignificant*, the Target is not visually perceived but is assessed as lacking importance relative to a wider background. In SFL terms, the visual examples treat the Target as a Phenomenon in a mental process, with an implied Senser who perceives it (Halliday and Matthiessen, 2014: 249). The *against*-phrase is labelled Background because it provides the ground against which the Target is perceived or assessed. This gives the following generalisation:

People can(not) perceive or construe X (Target: Phenomenon) as salient with Y as the background (Specifier: Background).

For example:

- *The ruins of Caerlaverock Castle are prominent against the flat marshes of the Solway Firth*. (CJK 1451)

Underlying transitivity functions:

- People can easily perceive the ruins of Caerlaverock Castle (**Target: Phenomenon**) with the flat marshes of the Solway Firth (**Specifier: Background**) as the background.

According to this observation, the labelling of these sentences is shown in Table 4.13, where the Target is labelled as the Phenomenon and the phrase following 'against' as the Background.

Table 4.13. Analysis 3: Phenomenon + Hinge + Appreciation + Background

Target	**Hinge**	**Evaluation**	**Specifier**
Phenomenon	**Hinge**	**Appreciation**	**Background**
Black moustachial streak	is	conspicuous	against white chin and cheeks
The ruins of Caerlaverock Castle	are	prominent	against the flat marshes of the Solway Firth
A figure	was	briefly visible	against the window
Differences of style and opinion	are	insignificant	against the background of the proven commitment of Europeans today

In sum, when *against* is used with adjectives such as *conspicuous*, *insignificant*, *prominent*, and *visible*, it expresses a backgrounding meaning in which the Target stands out against a contrasting Background.

4.3.5 Comparing the constructions with Francis et al.'s (1998) meaning groups

This section compares the constructions identified above with the meaning groups proposed by Francis et al. (1998) for **ADJ *against* n**.

The first construction, Means–Threat, corresponds to Francis et al.'s (1998) 'Effective' group. It also includes *proof* and *protective*, which Francis et al. (1998) place in the **'Safe'** group. In examples such as *effective against fleas*, *ineffective against the frontal armour*, and *useless against the armour*, the Target is evaluated as a means in relation to a threat.

The second construction, Affected–Threat, brings together adjectives from Francis et al.'s (1998) 'Defenceless' and 'Safe' groups. In examples such as *defenceless against criticism*, *safe against minor chips and abrasions*, and *secure against the smell*, the Target is evaluated as an entity that may or may not be affected by a threat.

The third construction, Phenomenon–Background, broadly matches Francis et al.'s (1998) 'Visible' group. In examples such as *visible against the window*, *conspicuous against white chin and cheeks*, and *prominent against the flat marshes*, the *against*-phrase gives the background against which the Target is visually noticed. The adjective *insignificant* in the 'Significant' group I created extends this construction in a more abstract way: the Target is not visually seen, but judged as lacking salience against a wider background. It is therefore included in the same backgrounding construction, while its Appreciation meaning is discussed separately.

The comparison shows that Francis et al.'s (1998) meaning groups are largely supported, but the constructional analysis makes the relations between groups more explicit. Some groups correspond closely to one construction, as with 'Effective' and Means–Threat. Others are brought together because they share the same underlying transitivity relation, as with 'Defenceless' and 'Safe' in the Affected–Threat construction. The analysis, therefore, offers a more functional account of **ADJ *against* n** by showing how the *against*-phrase participates in the evaluation, rather than relying only on the adjective meaning.

4.3.6 Locating the constructions within Appreciation subcategories

As discussed in 4.3.4 above, the **ADJ *against* n** examples are analysed as three constructions. These constructions align with two Appreciation subcategories: Reaction: Impact and Valuation. The Phenomenon–Background construction is associated mainly with Reaction: Impact, while the other two constructions are associated with Valuation. The two subcategories are therefore discussed separately below, beginning with Valuation and followed by Reaction.

4.3.6.1 Valuation: Means–Threat, Affected–Threat, and Phenomenon–Background cases

As mentioned in Section 4.3.2, adjectives such as effective, ineffective, useless, defenceless, safe, and secure assess the Target with respect to effectiveness or protection. The constructional analysis supports placing these adjectives under Valuation, since the evaluation concerns whether the Target is useful, effective, or protective in relation to an opposing entity or threat, as illustrated in Tables 4.14-4.15. Although *insignificant* is included in the Phenomenon–Background construction, it is not classified as Reaction: Impact. Unlike *conspicuous*, *prominent*, and *visible*, it evaluates whether the Target matters when considered against a wider background. It is therefore discussed under Valuation, illustrated in Table 4.16.

Table 4.14. Means + Hinge + Appreciation: Valuation + Threat

Target	**Hinge**	**Evaluation**	**Specifier**
Means	**Hinge**	**Appreciation: Valuation**	**Threat**
Pennyroyal	is	effective	against fleas
Breast feeding	is	protective	against allergies

Table 4.15. Affected + Hinge + Appreciation: Valuation + Threat

Target	**Hinge**	**Evaluation**	**Specifier**
Affected	**Hinge**	**Appreciation: Valuation**	**Threat**
Such truisms	can be	defenceless	against criticism
The material	is	safe	against minor chips and abrasions

Table 4.16. Phenomenon + Hinge + Appreciation: Valuation + Background

Target	**Hinge**	**Evaluation**	**Specifier**
Phenomenon	**Hinge**	**Appreciation: Valuation**	**Background**
Differences of style and opinion	are	insignificant	against the background of the proven commitment of Europeans today

4.3.6.2 Reaction: Impact and the Phenomenon–Background Construction

As was explained in 4.3.2, adjectives such as *conspicuous*, *prominent*, and *visible* were classified as Reaction: Impact because they evaluate how noticeable the Target is. The constructional analysis supports this classification at the clause level. In the Phenomenon–Background construction, the Target is evaluated by how strongly it stands out against the visual background, as shown in Table 4.17:

Table 4.17. Phenomenon + Hinge + Appreciation: Reaction: Impact + Background

Target	**Hinge**	**Evaluation**	**Specifier**
Phenomenon	**Hinge**	**Appreciation: Reaction: Impact**	**Background**
Black moustachial streak	is	conspicuous	against white chin and cheeks
The ruins of Caerlaverock Castle	are	prominent	against the flat marshes of the Solway Firth
A figure	was	briefly visible	against the window

4.3.7 Summary

Like **ADJ *about* n**, **ADJ *against* n** is not frequently used to express Appreciation. The analysis identified 12 relevant adjectives. Most express Valuation, including evaluations of effectiveness, protection, resistance, and importance, while *conspicuous*, *prominent*, and *visible* express Reaction: Impact. In relation to Francis et al.'s groups, most adjectives fit existing categories, while *conspicuous* and *prominent* were added to the 'Visible' group.

The constructional analysis shows that **ADJ *against* n** does not realise one single evaluative meaning. Instead, it involves constructions such as Means–Threat**,** Affected–Threat, and Phenomenon–Background. These constructions explain the evaluative meanings more clearly than adjective grouping alone, since different adjective groups can be related through shared underlying transitivity structures. The following section applies the same analytical framework to **ADJ *as* n**.

4.4 ADJ *as* n

ADJ *as* n is the third pattern described by Francis et al. (1998: 424–426). In this pattern, the adjective is followed by a prepositional phrase starting with *as*, followed by a noun group. For example:

Table 4.18. Adjectives occurring in **ADJ *as* n**

	Adjective	***as***	**noun group**
Punishments were	effective	*as*	deterrents
The local lime wood was	famous	*as*	a recreation area

Based on Francis et al. (1998), 49 adjectives follow this pattern and are divided into five meaning groups: the 'Famous' group, 'Marvellous' group, 'Important' group, and 'Allowable' group. In addition, Francis et al. (1998) list two adjectives under 'Other meanings': *active* and *eligible.* Table 4.19 presents the meaning groups with examples.

Table 4.19. Francis et al.'s (1998) meaning groups for **ADJ *as* n**

No.	**Meaning group in Francis et al. (1998)**	**Examples from Francis et al. (1998)**	**No.**	**Meaning group in Francis et al. (1998)**	**Examples from Francis et al. (1998)**
1	'Famous' Group	*familiar, unknown*	3	'Important' Group	*essential, unique*

2	'Marvellous' Group	*helpful, useless*	4	'Allowable' Group	*allowable, taxable*

Following the same approach as Francis et al. (1998), the next step was to collect examples of this pattern from the BNC that realise the Appreciation category.

4.4.1 Corpus evidence and diagnostic screening for ADJ *as* n

ADJ *as* n proves to be a highly productive pattern in the BNC. A corpus search for this sequence returns 34,951 tokens. Of the 2,383 adjective**s** that occur more than once in the corpus, twenty-seven adjectives were selected for further analysis as they passed the diagnostic tests and align with Appreciation.

The diagnostic tests show that the retained examples are genuine instances of **ADJ *as* n**. The *as*-phrase answers questions such as *What is X useful/attractive/recognisable as?*, and it specifies the role or status in relation to which the Target is evaluated. Although the *as*-phrase can often be fronted, as in *As a first food, dried food is adequate*, this fronting does not indicate it is circumstantial. Rather, the phrase remains semantically dependent on the adjective because it defines the respect in which the evaluation applies. For this reason, the retained examples were treated as genuine instances of the **ADJ *as* n** pattern. These adjectives are listed in Table 4.20, ordered by descending frequency.

Table 4.20. Distribution of BNC adjectives realising Appreciation in **ADJ *as* n**

No.	Adjective	No. of Occurrences	No.	Adjective	No. of Occurrences
1	*important*	611	15	*efficient*	48
2	*useful*	210	16	*identifiable*	39
3	*effective*	167	17	*suitable*	36
4	*beautiful*	105	18	*familiar*	34
5	*successful*	99	19	*vital*	31
6	*attractive*	89	20	*ideal*	27
7	*fine*	88	21	*ineffective*	26
8	*significant*	74	22	*desirable*	22
9	*necessary*	73	23	*satisfactory*	19
10	*famous*	70	24	*adequate*	18
11	*interesting*	67	25	*invaluable*	16
12	*acceptable*	61	26	*inappropriate*	14

13	*valuable*	51	27	*unsuitable*	13
14	*recognisable*	50			

4.4.2 'ADJ *as* n' pattern across Appreciation subcategories

The **ADJ *as* n** examples analysed here express Appreciation. The focus is either on functionality, suitability, or importance, which aligns with Valuation; on perceptual or aesthetic impact, which aligns with Reaction; or on recognisability and classification, which aligns with Composition. Using Martin and White's (2005) probes, the concordance lines for the **ADJ *as* n** pattern can therefore be grouped into different Appreciation subcategories.

Most examples express Valuation. They answer Martin and White's probe 'Is it worthwhile?', but in a role-specific way: 'Is the Target worthwhile as X?' This includes evaluations of whether the Target is effective, useful, adequate, suitable, valuable, or significant in the role introduced by *as*. Because the **ADJ *as* n** data contain a relatively large number of Valuation examples, only representative examples are given here:

4.19. …*punishments were* ***effective as deterrents***… (CRX 124)

4.20. *The associated language analysis is* ***useful as a reference work and set of handy tips****.* (HBP 1116)

4.21. …*dried food is* ***adequate as a first food***. (C95 362)

4.22. *Weighing scales are* ***fine as a guide*** *once a week.* (C9Y 716)

4.23. …*the segmental material of the preceding chapters is* ***important as a foundation***. (K93 187)

4.24. …*the method of land clearance is* ***significant as a determinant of erosion***… (B1E 321)

4.25. *The new King's Cross scheme is* ***vital as a national project***… (HHW 14290)

4.26. *A system of means tested assistance would be* ***necessary as a 'safety-net'***… (FS7 443)

A smaller group falls under Composition: Complexity. In these examples, the evaluation concerns the ease with which the Target can be recognised, identified, or classified in the role introduced by *as*. They therefore answer a context-specific version of Martin and White's probe 'Is it easy to follow?', namely 'Is it easy to recognise or identify as X?'. For example:

4.27. *This effect is* ***familiar as the 'furring' inside kettles***. (HH6 1347)

4.28. *Hugo's cross may be* ***identifiable as the walrus-ivory cross****…* (GTE 817)

4.29. *…this work is easily* ***recognisable as theory****…* (G1G 1250)

4.30. *…the local lime wood was* ***famous as a recreation area****…* (ANB 852)

A further group falls under Reaction. These examples are close to Martin and White's probes 'Did it grab me?' and 'Did I like it?', since they evaluate the Target in terms of impact, interest, attractiveness, or aesthetic appeal in the role introduced by *as*. In the present data, the relevant adapted question is therefore 'Does the Target attract attention, interest, or approval as X?' Representative examples include:

4.31. *Wigan is* ***interesting as a small northern town****...* (EG0 925)

4.32. *Static or slow-moving harmonies can be* ***very beautiful as a background for freely ranging melodies****…* (GVJ 823)

4.33. *The United Kingdom is* ***extremely attractive as a location for inward investment in the telecommunications industry****.* (HHV 18357)

These examples show that the **ADJ *as* n** pattern can be used to evaluate entities in terms of functionality, perceptual impact or recognisability. Table 4.21 shows the adjectives sorted into Appreciation subcategories.

Table 4.21. Distribution of adjectives in **ADJ *as* n** across Appreciation subcategories

ADJ *as* n					
Reaction		**Composition**		**Valuation**	
No.	3	No.	4	No.	20
beautiful, attractive, interesting		*familiar*, *famous, identifiable*, *recognisable*		*acceptable, adequate, desirable, effective, efficient, fine, ideal, important, inappropriate, invaluable, ineffective, necessary, satisfactory, significant, successful, suitable, unsuitable, useful, valuable, vital*	

The **ADJ *as* n** pattern thus expresses Appreciation in three main ways: through Reaction, where they are assessed for their perceptual impact; through Composition, where entities are evaluated for their recognisability; and through Valuation, where entities are evaluated for their usefulness, adequacy, or significance.

Having identified twenty-seven adjectives to represent this pattern, the next step is to examine how they correspond to the meaning groups proposed by Francis et al. (1998: 424–426).

4.4.3 Aligning BNC adjectives with Francis et al.'s (1998) meaning groups

Of the twenty-seven adjectives, nineteen corresponded directly with those listed in three of Francis et al.'s (1998: 441) meaning groups. For example, *familiar, famous, identifiable* and *recognisable* were found in Group 1 (the 'Famous' group); while adjectives such as *acceptable, adequate, attractive,* and *effective* appeared in Group 2 (the 'Marvellous' group); and *important, necessary, significant,* and *vital* matched Group 3 (the 'Important' group). However, the remaining eight adjectives did not appear in Francis et al.'s (1998) original list. However, after careful analysis, the seven adjectives (*beautiful, desirable, efficient, fine, ideal, interesting, inappropriate,* and *successful*) were found to align most closely with Group 2 (the 'Marvellous' group). On this basis, three meaning groups were established for the **ADJ *as* n** pattern in the present data. These correspond to three of the four meaning groups identified by Francis et al. (1998); the remaining Francis et al.'s (1998: 425) 'Allowable' group was not represented among the Appreciation examples analysed here. This alignment is shown below:

1) **The 'Marvellous' group**

As Francis et al. (1998: 425) define it, adjectives in this group express an evaluation of something as good or bad in a particular respect. This group includes *acceptable, adequate, attractive, effective, ineffective, invaluable, satisfactory, suitable, unsuitable, useful,* and *valuable.* The BNC data analysed here contain further adjectives with the same broad meaning, including *beautiful*, *desirable*, *efficient*, *fine*, *ideal*, *interesting*, *inappropriate*, and *successful*. Representative examples are given in (4.19–4.22).

2) **The 'Important' group**

In Francis et al.'s (1998: 425) terms, adjectives in this group indicate that something is important in some respect. This group includes *important, necessary, significant,* and *vital*. See examples 4.23–4.26 above.

3) **The 'Famous' group**

As Francis et al. (1998: 425) explain, this group describes whether something is recognised or perceived as having a particular quality. It includes *familiar, famous, identifiable,* and *recognisable.* See Examples 4.27–4.30 above.

4.4.4 'ADJ *as* n' as constructions

Structurally, all instances of this pattern consist of four components: the Target, the Hinge, the Evaluation, and the Specifier. At the level of SFL transitivity analysis, a clear distinction is evident: the Target is realised either as Carrier, with the *as*-phrase as Role, or as Token, with the *as*-phrase as Value. Each is examined in turn in the following sections using probe tests.

4.4.4.1 The Carrier–Role Construction

In this construction, the Target is labelled as a Carrier in a relational process (Halliday and Matthiessen, 2014: 267–268) in examples involving effectiveness, usefulness or importance, and the specified element, as-phrase, which identifies the role, function, or capacity, is the Role (Halliday and Matthiessen, 2014: 326). Although the adjectives differ semantically, with *effective*, *useful*, *adequate*, and *fine* evaluating usefulness/effectiveness, while *important*, *significant*, *vital*, and *necessary* evaluating significance, they realise the same underlying construction. In all cases, however, the Target is evaluated in relation to the role introduced by *as*. This can be tested using the following probe:

X (Target: Carrier) works effectively in its role as Y (Specifier: Role).
For example:

- …*punishments were effective as deterrents*.

Underlying transitivity roles:

- Punishments (**Target: Carrier**) worked effectively in their role as deterrents (**Specifier: Role**).

According to this observation, the labelling of 4.19–4.26 examples is shown in Table 4.22, where the Target is labelled as the Carrier and the phrase following 'as' as the Role.

Table 4.22. Analysis 1: Carrier + Hinge + Appreciation + Role

Target	**Hinge**	**Evaluation**	**Specifier**
Carrier	**Hinge**	**Appreciation**	**Role**
Punishments	were	effective	as deterrents
The associated language analysis	is	useful	as a reference work and set of handy tips
Dried food	is	adequate	as a first food
Weighing scales	are	fine	as a guide

The segmental material of the preceding chapters	is	important	as a foundation
The method of land clearance	is	significant	as a determinant of erosion
The new King's Cross scheme	is	vital	as a national project
Assistance	would be	necessary	as a 'safety-net'

4.4.4.2 The Phenomenon–Role Construction

The examples with *interesting*, *beautiful*, and *attractive* are analysed as a Phenomenon + Hinge + Appreciation + Role construction. The Target, or the entity being appreciated, functions as the Phenomenon in an underlying mental process, while the *as*-phrase specifies the Role in which this appreciation applies. Thus, *Wigan is interesting as a small northern town*, evaluates *Wigan* according to the interest it invites when considered in that role, and *harmonies are beautiful as a background*, evaluates *the harmonies* according to their aesthetic appeal in that function. This analysis can be tested using the probe:

X (Target: Phenomenon) is perceived as evaluation in its role as Y (Specifier: Role).
For example:

- *Wigan is interesting as a small northern town.*

Underlying transitivity roles:

- Wigan (**Target: Phenomenon**) is perceived as interesting in its role as a small northern town (**Specifier: Role**)

On this basis, the labelling of these sentences is shown in Table 4.23, where the Target is analysed as Phenomenon and the phrase following *as* is analysed as Role.

Table 4.23. Analysis 2: Phenomenon + Hinge + Appreciation + Role

Target	**Hinge**	**Evaluation**	**Specifier**
Phenomenon	**Hinge**	**Appreciation**	**Role**
Static or slow-moving harmonies	can be	very beautiful	as a background
The United Kingdom	is	extremely attractive	as a location
Wigan	is	interesting	as a small northern town

4.4.4.3 The Token–Value Construction

The last group of (4.27–4.30) instances, however, construes evaluation in terms of type or exemplification. In these cases, the Target is realised as a Token within an underlying relational identifying process, while the element introduced by the *as*-phrase functions as a Value that specifies the type to which the Target is identified as belonging (see Halliday and Matthiessen, 2014: 279):

X (Target: Token) represents an example of Y (Specifier: Role).
For example:

- *…the local lime wood was famous as a recreation area*.

Underlying transitivity roles:

- The local lime wood (**Target: Token**) represents a famous example of a recreation area (**Specifier: Value**).

Across these examples, drawn from the 'Famous' group, Targets are therefore evaluated in terms of category membership or exemplarity. On this basis, Table 4.24 labels the Target as Token and the *as*-phrase as Value.

Table 4.24. Analysis 3: Token + Hinge + Appreciation + Value

Target	**Hinge**	**Evaluation**	**Specifier**
Token	**Hinge**	**Appreciation**	**Value**
This effect	is	familiar	as the 'furring' inside kettles
The local lime wood	was	famous	as a recreation area
Hugo's cross	may be	identifiable	as the walrus-ivory cross
This work	is	easily recognisable	as theory

4.4.5 Comparing the constructions with Francis et al.'s (1998) meaning groups

The underlying transitivity analyses show that the constructions identified for **ADJ *as* n** correspond systematically to different evaluative meanings and broadly align with Francis et al.'s (1998) semantic groupings. The Carrier + Hinge + Appreciation + Role construction patterns mainly align with Francis et al.'s (1998) 'Important' and most adjectives in 'Marvellous' groups. In this construction, the *as*-phrase specifies the role in which the Target is evaluated. The Target is labelled as a Carrier when the evaluation concerns performance or effectiveness in that role, as in the 'Marvellous' group, as in *effective as a deterrent*, or when

the evaluation concerns importance, necessity, suitability, or value in that role, as in the 'Important' group, as in *important as a foundation* or *necessary as a safety-net*.

The Phenomenon + Hinge + Appreciation + Role construction accounts for adjectives available in the 'Marvellous' group, such as *beautiful*, *interesting*, and *attractive*, where the Target is evaluated according to the response it invites in a particular role. A further Token + Hinge + Appreciation + Value construction corresponds to Francis et al.'s (1998) 'Famous' group, where the evaluation concerns recognition, identification, or classification.

This comparison shows that Francis et al.'s (1998) meaning groups are broadly useful, but not fully aligned with the constructional analysis. In particular, the 'Marvellous' group is not internally uniform: some adjectives evaluate effectiveness or suitability in a role, while others evaluate aesthetic appeal, interest, or attractiveness. The constructional analysis, therefore, provides a more delicate account of the meanings realised by **ADJ *as* n**.

4.4.6 Locating the constructions within Appreciation subcategories

As shown in Section 4.4.2, the retained **ADJ *as* n** examples were selected because they express Appreciation. The purpose of this section is to specify how the constructions identified above are distributed across Appreciation subcategories. The analysis shows that the constructions are associated with different subcategories, including Reaction, Composition, and Valuation, depending on the semantic role assigned to the Target and the function of the *as*-phrase.

4.4.6.1 Reaction: Phenomenon–Role Construction

A first subset is located within Reaction. In these examples, the Target is evaluated according to the response it invites in the role introduced by *as*. *Beautiful* is associated with Reaction: Quality, since it evaluates aesthetic appeal and is close to Martin and White's probe 'Did I like it?'. *Interesting* and *attractive* are associated with Reaction: Impact, since they evaluate whether the Target attracts attention and is close to the probe, **'**Did it grab me?'. These already-selected Appreciation examples are located more specifically within Reaction because of the type of response they evaluate.

In terms of constructional realisation, Reaction is most clearly associated with the Phenomenon + Hinge + Appreciation + Role construction, where the Target functions as Phenomenon and the *as*-phrase identifies the Role. Within the Appreciation system, the construction is further differentiated into Reaction: Impact and Quality (Table 4.25).

Table 4.25. Phenomenon + Hinge + Appreciation: Reaction: Impact and Quality + Role

Target	**Hinge**	**Evaluation**	**Specifier**
Phenomenon	**Hinge**	**Appreciation: Reaction: Quality and Impact**	**Role**
Static or slow-moving harmonies	can be	very beautiful	as a background
The United Kingdom	is	extremely attractive	as a location
Wigan	is	interesting	as a small northern town

4.4.6.2 Composition: Token-Value Construction

A second construction is located within Composition: Complexity: Token + Hinge + Appreciation + Value. This construction includes adjectives such as *familiar*, *famous*, *identifiable*, and *recognisable*. In these examples, the Target is evaluated according to how easily it can be recognised or identified as the entity introduced by *as*. This is close to Martin and White's probe 'Is it easy to follow?', although the focus here is on recognition and classification rather than textual organisation. The adapted question is therefore: 'Is it easy to recognise or identify as X?' This alignment is illustrated in Table 4.26.

Table 4.26. Token + Hinge + Appreciation: Composition: Complexity + Value

Target	**Hinge**	**Evaluation**	**Specifier**
Token	**Hinge**	**Appreciation: Composition: Complexity**	**Value**
The local lime wood	was	famous	as a recreation area
This work	is	easily recognisable	as theory

4.4.6.3 Valuation: Carrier–Role Construction

A further construction is located within Valuation: Carrier + Hinge + Appreciation + Role. These examples are guided by Martin and White's probe 'Is it worthwhile?', applied here as 'Is the Target worthwhile as X?' The Target is interpreted as Carrier when the evaluation concerns importance, effectiveness, suitability, or value in performing that role. The construction therefore covers Valuation because it assesses the worth of the Target relative to the Role introduced by *as*, as shown in Table 4.27.

Table 4.27. Carrier + Hinge + Appreciation: Valuation + Role

Target	**Hinge**	**Evaluation**	**Specifier**
Carrier	**Hinge**	**Appreciation: Valuation**	**Role**
Punishments	were	effective	as deterrents
The segmental material of the preceding chapters	is	important	as a foundation

4.4.7 Summary

The **ADJ *as* n** pattern consistently realises Appreciation in the present data. Twenty-seven adjectives were identified, including *acceptable*, *adequate*, *attractive*, *effective*, *important*, *necessary*, *significant*, and *vital*. Nineteen align with Francis et al.'s (1998) meaning groups, while the remaining items, such as *fine*, *successful*, *inappropriate*, *ideal*, *efficient*, *desirable*, *beautiful*, and *interesting*, were included because they are semantically compatible with those groups.

Most adjectives are located within Valuation, as they evaluate usefulness, adequacy, effectiveness, suitability, value, or importance in the role introduced by *as*. A smaller group is located within Reaction, where the Target invites aesthetic response or interest, as in *beautiful* and *interesting*. Another group, including *familiar*, *famous*, *identifiable*, and *recognisable*, is located within Composition: Complexity, since these adjectives concern recognition, identification, or classification.

The analysis identifies three constructional realisations of **ADJ *as* n:** Carrier + Hinge + Appreciation + Role**,** Phenomenon + Hinge + Appreciation + Role**,** and Token + Hinge + Appreciation + Value**.** These constructions show that differences in the function of *as* and in the underlying transitivity roles produce distinct evaluative meanings. The following section turns to the **ADJ *as to* n** pattern.

4.5 ADJ *as to* n

ADJ *as to* n is the fourth pattern described by Francis et al. (1998: 426–428). Francis et al. (1998) treat this pattern as involving an adjective followed by *as to*, which may introduce a finite *wh*-clause, a non-finite *wh*-to-infinitive clause, or a noun phrase. For example:

Table 4.28. Adjectives occurring in **ADJ *as to* n**

	Adjective	***as to***	**noun group**
The CPA 1987 is not	clear	*as to*	what constitutes a holding-out (J7D 1132)

I was a little	uncertain	*as to*	how to proceed (AR3 1283)
The specification is	unclear	*as to*	the standard to be achieved (BME 503)

The present study focuses only on cases where *as to* is followed by a noun phrase. This decision was made in order to keep the pattern comparable with the other adjective–preposition patterns analysed in the thesis, all of which involve a preposition followed by a noun group. For this reason, examples such as *unclear as to the standard to be achieved* were included, because *as to* is followed by a noun phrase. By contrast, examples such as *uncertain as to what constitutes a holding-out* and *unclear as to how to proceed* were excluded, since *as to* introduces a finite *wh*-clause in the first case and a non-finite *wh*-to-infinitive clause in the second. The analysis, therefore, addresses only noun-phrase complementation after *as to* realising the pattern **ADJ *as to* n**.

Based on Francis et al. (1998), 36 adjectives follow this pattern, and they are divided into four meaning groups, and another group of adjectives expressing different meanings. Table 4.29 presents the meaning groups with examples.

Table 4.29. Francis et al.'s (1998) meaning groups for **ADJ *as to* n**

No.	Meaning group in Francis et al. (1998)	Examples from Francis et al. (1998)	No.	Meaning group in Francis et al. (1998)	Examples from Francis et al. (1998)
1	'Uncertain' Group	*certain, vague*	3	'Worried' Group	*concerned, worried*
2	'Curious' Group	*baffled, curious*	4	'Divided' Group	*divided, split*

The next step was to collect examples of this pattern from the BNC that specifically align with the Appreciation category.

4.5.1 Corpus evidence and diagnostic screening for ADJ *as to* n

The query retrieved 1,138 occurrences, corresponding to 473 adjectives that appeared more than once in the corpus. Of these, only three adjectives passed the pattern tests and realised Appreciation. These were *unclear*, *precise*, and *misleading*. They were retained because the *as to*-phrase functions as a dependent element of the adjective rather than as an optional circumstance. This was shown through the *wh*-question and dependency tests: *unclear as to the standard to be achieved* answers *unclear as to what?*, *precise as to both their substance and their status* answers *precise as to what?*, and *misleading as to the real condition of existence* answers *misleading as to what?* In each case, the *as to*-phrase specifies the matter

in relation to which the Target is evaluated. The relatively small number of retained adjectives suggests that **ADJ *as to* n** is infrequent as an Appreciation-realising pattern in the corpus. These adjectives are presented in Table 4.30 in descending order of frequency.

Table 4.30. Distribution of BNC adjectives realising Appreciation in **ADJ *as to* n**

	Adjective	**No. of occurrences**
1	*unclear*	18
2	*precise*	6
3	*misleading*	4

4.5.2 'ADJ *as to* n' pattern across Appreciation Categories

The three instances of the **ADJ *as to* n** pattern realise two Appreciation subcategories, as in Table 4.31 below. The adjectives *unclear* and *precise* are classified as Composition: Complexity. They relate to Martin and White's probe 'Is it easy to follow?', but the probe is applied here more specifically as: Is the Target clear or specified with respect to X? For example:

4.34. …*the specification is* ***unclear as to the standard to be achieved***… (BME 503)

4.35. …*messages about practice were…****precise as to both their substance and their status***. (G1F 1268)

The adjective *misleading* is classified under Valuation, since it evaluates how reliable or valid the Target is in relation to the domain introduced by *as to*. It is linked to Martin and White's probe 'Is it worthwhile?' in a context-specific sense: is the Target reliable or valid in this respect? For example:

4.36. *Ideas and concepts may thus be in fact* ***misleading as to the real condition of existence***… (A6S 374)

Table 4.31. Distribution of adjectives in **ADJ *as to* n** across Appreciation subcategories

ADJ *as to* n					
Reaction		**Composition**		**Valuation**	
No.	0	No.	2	No.	1
-		*precise, unclear*		*misleading*	

4.5.3 Aligning BNC adjectives with Francis's meaning groups

In Francis et. al. (1998: 26–28), the pattern **ADJ *as to* n** is linked to four meaning groups: 'Uncertain', 'Curious', 'Worried', and 'Divided'. These groups all indicate human stance, as the adjectives express someone's thoughts, feelings, or attitudes toward a situation. In this case, they are closer to Affect or Judgement than to Appreciation, as defined in Martin & White (2005).

However, evidence from the BNC shows that the same pattern also occurs with adjectives that evaluate things rather than people. The adjectives found in the present data: *unclear, precise,* and *misleading*, do not describe human emotions or behaviour. Instead, they evaluate the clarity, precision, or accuracy of entities such as specifications, messages, or ideas. This suggests that the **ADJ *as to* n** pattern is not limited to human stance meanings and also supports additional semantic groupings related to Appreciation. Thus, one meaning group was established for the **ADJ *as to* n** pattern in the present data. Although this group is based on Francis et al.'s (1998) classification, its definition is modified in the present study to account for the retained BNC adjectives, which evaluate clarity, precision, or accuracy:

1) **The 'Uncertain' group**

Adjectives in this group indicate that something is or is not clear, precise, or accurate with respect to a particular aspect. This group includes *unclear*, which is listed by Francis et al. (1998: 427), as well as *precise* and *misleading*, which occur in the BNC data. The latter two are included because they share the same broad meaning: they evaluate the clarity, precision, or accuracy.

4.5.4 'ADJ *as to* n' as constructions

Given the analysis above, the examples of *misleading*, *precise* and *unclear* can be analysed in terms of four core components: the Target, the Hinge, Evaluation, and the Specifier, realised by the *as to*-complement. At the surface level, this configuration is consistent across all examples of the **ADJ *as to* n** pattern.

A closer look at the underlying meaning shows consistent similarities in the relationship between the Target and the Specifier. This relationship can be broadly described in terms of Sayer–Topic roles. On this basis, **ADJ *as to* n** is treated as a single construction with a unified meaning. The details of this relationship are discussed in the following section using probe tests.

4.5.4.1 Sayer–Topic Construction

As with **ADJ *about* n** in Section 4.2, the retained **ADJ *as to* n** examples can be analysed through an underlying Sayer–Topic relation. The Target functions as the Sayer in an underlying verbal process (Halliday and Matthiessen, 2014: 302–307), while the *as to*-phrase identifies the Topic being represented or communicated (Hunston and Su, 2019: 582) (See Section 4.2 for discussion on Matter and Topic). In this construction, the Target represents the Topic with a particular degree of clarity, precision, or accuracy, as shown by adjectives such as *unclear*, *precise*, and *misleading*. The following probe can be used to test this analysis:

X (Target: Sayer) clearly or unclearly describes Y (Specifier: Topic).

For example:

- *…the specification is unclear as to the standard to be achieved…*

Underlying transitivity roles:

- The specification (**Target: Sayer**) unclearly describes the standard to be achieved (**Specifier: Topic**).

In this example, *the specification* functions as the Sayer, and *the standard to be achieved* functions as the Topic. The evaluation, therefore, is about how clearly or unclearly the Topic is specified by the Sayer. The same analysis can be applied to *misleading* and *precise* in Table 4.32.

Table 4.32. Analysis 1: Sayer + Hinge + Appreciation + Topic

Target	**Hinge**	**Evaluation**	**Specifier**
Sayer	**Hinge**	**Appreciation**	**Topic**
The specification	is	unclear	as to the standard to be achieved
Ideas and concepts	may thus be in fact	misleading	as to the real condition of existence
Messages about practice were	were	precise	as to both their substance and their status

4.5.5 Comparing the constructions with Francis et al.'s (1998) meaning groups

There is limited scope for comparison with Francis et al.'s (1998) meaning groups in the case of **ADJ *as to* n**, since only three adjectives were retained in the present BNC data. These

adjectives form one construction, Sayer + Hinge + Appreciation + Topic. This broadly corresponds to Francis et al.'s (1998) relevant meaning group, although the definition is modified here to include *misleading* as an evaluation of accuracy or reliability.

4.5.6 Locating the constructions within Appreciation subcategories

The Sayer + Hinge + Appreciation + Topic construction is associated with two Appreciation subcategories in the **ADJ *as to* n** data: Composition: Complexity and Valuation. The distinction depends on the evaluative meaning of the adjective. This is discussed below.

4.5.6.1 Composition: The Sayer–Topic Construction

With *unclear* and *precise*, the construction is located within Composition: Complexity, because the Target is evaluated according to how clear or specific it is with respect to the Topic, as in Table 4.33.

Table 4.33. Sayer + Hinge + Appreciation: Composition: Complexity + Topic

Target	**Hinge**	**Evaluation**	**Specifier**
Sayer	**Hinge**	**Appreciation: Composition: Complexity**	**Topic**
The specification	is	unclear	as to the standard to be achieved
Messages about practice were	were	precise	as to both their substance and their status

4.5.6.2 Valuation: The Sayer–Topic Construction

With *misleading*, the same construction is located within Valuation because the Target is evaluated on whether it provides an accurate or reliable representation, as in Table 4.34.

Table 4.34. Sayer + Hinge + Appreciation: Valuation + Topic

Target	**Hinge**	**Evaluation**	**Specifier**
Sayer	**Hinge**	**Appreciation: Valuation**	**Topic**
Ideas and concepts	may thus be in fact	misleading	as to the real condition of existence

4.5.7 Summary

To sum up, the analysis of **ADJ *as to* n** shows that this pattern has a limited role in the present data, with only three retained adjectives: *unclear*, *precise*, and *misleading*. These adjectives form one construction, Sayer + Hinge + Appreciation + Topic, in which the Target represents the Topic introduced by *as to* with a particular degree of clarity, precision, or accuracy.

The construction is associated with two Appreciation subcategories. With *unclear* and *precise*, it is located within Composition: Complexity. With *misleading*, it is located within Valuation. The next section turns to the **ADJ *at* n** pattern.

4.6 ADJ *at* n

ADJ *at* n is the fifth pattern described by Francis et al. (1998: 428–430). In this pattern, the adjective is followed by a prepositional phrase starting with *at* and a noun group. For example:

Table 4.35. Adjectives occurring in **ADJ *at* n**

	Adjective	***at***	**noun group**
Database management systems have been	excellent	*at*	decision support
These events are	great	*at*	encouraging teamwork and communication

Based on Francis et al. (1998), 76 adjectives follow this pattern, and they are divided into three meaning groups, as shown in Table 4.36 with examples.

Table 4.36. Francis et al.'s (1998) meaning groups for **ADJ *at* n**

No.	**Meaning group in Francis et al. (1998)**	**Examples from Francis et al. (1998)**	**No.**	**Meaning group in Francis et al. (1998)**	**Examples from Francis et al. (1998)**
1	'Good' Group	*good, terrible*	3	'Angry' Group	*angry, resentful*
2	'Nervous' Group	*nervous, sad*			

The next step was to collect examples of this pattern from the BNC that specifically align with the Appreciation category.

4.6.1 Corpus evidence and diagnostic screening for ADJ *at* n

A query for this sequence returns 17,105 hits, highlighting its widespread use. Among the 1,130 adjective types that occur more than once in the corpus, eight adjectives have been identified as suitable for further analysis, as they expressed Appreciation and passed the pattern criteria tests. For example, the *wh*-question test is very useful: examples such as *good at repairing things*, *effective at spreading infection*, and *accurate at detecting cancers* answer questions such as 'What is X good/effective/accurate at?' The *at*-phrase, therefore, specifies the activity or process in relation to which the Target is evaluated. The dependency test also supports inclusion, since the adjective's meaning is incomplete or less specific without the *at*-phrase. For example, *computers are bad* is much less precise than *computers are bad at understanding language*. These cases were therefore retained as genuine instances of **ADJ *at* n**. These are presented in Table 4.37, from the most to the least frequent.

Table 4.37. Distribution of BNC adjectives realising Appreciation in **ADJ *at* n**

	Adjective	**No. of occurrences**
1	*good*	1421
2	*bad*	158
3	*effective*	73
4	*efficient*	72
5	*excellent*	26
6	*great*	26
7	*accurate*	13
8	*inefficient*	6

4.6.2 'ADJ *at* n' pattern across Appreciation Categories

All instances of the **ADJ *at* n** pattern express Appreciation, with a focus on how effectively entities perform particular functions. By applying Martin and White's (2005) probes, all examples identified for this pattern can be classified as Valuation, since they address the question 'Is it worthwhile?', here understood as 'Is the Target effective or capable at doing X?'. In each case, the evaluation concerns how well something functions, that is, how accurate, effective or efficient. For example:

4.37. *Desktop is also* ***particularly good at repairing things*** (FT8 1473)

4.38. *Computers are* ***notoriously bad at understanding language***. (HHY 6996)

4.39. *Sneezes are* ***devastatingly effective at spreading infection***. (CBC 5255)

4.40. *The electric engine is* ***extremely efficient at converting electrical energy into movement***. (B7D 1561)

4.41. *…database management systems have been* ***excellent at decision support***. (HEP 32)

4.42. *These events are* ***great at encouraging teamwork and communication***… (GX2 494)

4.43. *Mammography is* ***less accurate at detecting cancers in younger women***. (A0J 1521)

4.44. *…a spreadsheet program is* ***generally inefficient at performing calculations***… (HAC 4810)

Although the set of examples is small, they indicate that **ADJ *at* n**, when it does occur, it realises Valuation. Table 4.38 below shows the adjectives sorted into Appreciation subcategories.

Table 4.38. Distribution of adjectives in **ADJ *at* n** across Appreciation subcategories

ADJ *at* n					
Reaction		**Composition**		**Valuation**	
No.	0	No.	0	No.	8
-		-		*accurate, bad, effective, efficient, excellent, good, great, inefficient*	

4.6.3 Aligning BNC adjectives with Francis et al.'s (1998) meaning groups

In Francis et al. (1998: 28–30), the pattern **ADJ *at* n** is associated with three meaning groups: the 'Good', 'Nervous', and 'Angry' groups. Adjectives in these groups typically describe people acting or reacting, as in the 'Good' group, or emotional responses to situations, as in the 'Nervous' and 'Angry' groups. As such, these uses primarily centre on Judgement and Affect, rather than on Appreciation. For this reason, the pattern is generally treated as incompatible with Appreciation, which evaluates entities or processes rather than individuals.

However, examination of concordance lines from the BNC reveals a limited set of adjectives within the **ADJ *at* n** pattern that do realise Appreciation. Of these, *bad, effective, efficient, excellent,* and *good* correspond to Francis et al.'s (1998) 'Good' group, while *inefficient* and *accurate* are not explicitly included. Nevertheless, *inefficient* can be straightforwardly analysed as the antonym of *efficient*, and *accurate* aligns with this set insofar as it evaluates successful or skilful performance. Consequently, this pattern represents a single

meaning group, the 'Good' group, with the definition slightly modified to reflect its interpretation in the context of this study, as shown below:

1) **The 'Good' group**

Adjectives in this group indicate that something does something well or badly. The adjectives are *accurate*, *bad, effective, efficient, excellent, good, great,* and *inefficient.*

4.6.4 'ADJ *at* n' as constructions

All instances belong to the 'Good' meaning group. In these examples, the *at*-phrase introduces the activity being evaluated. The adjectives do not describe the Target in general, but assess how well it performs a specific activity. The construction is therefore analysed in terms of the relationship between the Target, the evaluation, and the activity introduced by at. This is discussed below.

4.6.4.1 The Actor–Action Construction

In this construction, the *at*-phrase identifies the activity in relation to which the Target is evaluated. The adjectives express performance-related meanings, such as effectiveness, efficiency, accuracy, or lack of ability. The construction can therefore be re-expressed as a material process in which the Target functions as Actor (Halliday and Matthiessen, 2014: 225–226) and the activity introduced by *at* functions as Action (Hunston and Su, 2019: 582). This can be tested with the following probe:

What X (Actor) does is perform the action of Y (Action) well / badly. For example:

- *Desktop is also particularly good at repairing things*.

Underlying transitivity roles:

- What desktop (**Actor**) does is perform the action of *repairing things* (**Action**) well.

On this basis, the labelling of examples (4.37–4.44) is presented in Table 4.39, where the Target is analysed as Actor and the phrase following *at* as Action.

Table 4.39. Analysis 1: Actor + Hinge + Appreciation + Action

Target	**Hinge**	**Evaluation**	**Specifier**
Actor	**Hinge**	**Appreciation**	**Action**
Desktop	is also	particularly good	at repairing things

The electric engine	is	extremely efficient	at converting electrical energy into movement
Database management systems	have been	excellent	at decision support
Mammography	is	less accurate	at detecting cancers in younger women
Computers	are	notoriously bad	at understanding language
A spreadsheet program	is	generally inefficient	at performing calculations
These events	are	great	at encouraging teamwork and communication
Sneezes	are	devastatingly effective	at spreading infection

To motivate the choice of Actor as the appropriate role label, it is helpful to compare a case in which the activity is performed by a human participant with one in which it is attributed to a non-human entity:

- *People are quite good at covering things up…* (FA6 1370)

Here, the Target is human and clearly functions as an Actor in a material process. The adjective *good* evaluates how successfully the activity of *covering things up* is performed.

- *Desktop is also particularly good at repairing things*. (FT8 1473)

In this case, the Target is non-human, yet it is construed as performing an action. The evaluation again expresses effectiveness with respect to the activity specified by the *at*-phrase, despite the absence of human agency in the real world.

Across both examples, the evaluation concerns performance. This is slightly unusual for **ADJ *at* n**, because the pattern often evaluates a human participant's skill or behaviour, as in *good at maths*. In the present data, however, the Targets are non-human, such as *Desktop* or *computers*. They are still presented as if they can carry out an activity.

This use of **ADJ *at* n** with non-human Targets appears to be relatively rare. Francis et al. (1998: 428-430) mainly illustrate the pattern with human Targets, and similar cases are also limited in the present data. When things are evaluated for their function, other patterns, such as **ADJ *for* n** as in *good for doing something*, are more common. The use of **ADJ *at* n** with a non-human Target is therefore marked because it gives the Target an agent-like role. This supports analysing the Target as Actor, while the *at*-phrase specifies the Action being evaluated.

This point may also be relevant beyond the present data. With the increasing prominence of technology and AI, the boundary between human and non-human agency may become less clear, and non-human entities may increasingly be evaluated in terms of capacity or performance. The **ADJ *at* n** pattern allows such entities to be construed as Actors, as in examples involving *computers* or software systems. For the purposes of the present study, however, these cases are still treated as Appreciation, since the evaluation concerns the performance of things rather than the behaviour of people.

4.6.5 Comparing the constructions with Francis et al.'s (1998) meaning groups

As discussed earlier, Francis et al.'s 'Good' group is typically illustrated with examples involving human ability or behaviour. The present analysis shows that the same broad meaning group can also include cases where non-human entities, such as tools, systems, or processes, are evaluated as if they could perform an activity. This is reflected in the underlying SFL transitivity structure: Actor + Hinge + Appreciation + Action, where the evaluated entity functions as Actor in a material process, whether human or non-human.

This comparison shows the value of adding a constructional and transitivity-based analysis to Francis et al.'s (1998) meaning groups. Francis et al.'s (1998) framework groups adjectives according to broad evaluative meaning, but it does not show how evaluation is organised through participant roles. In the present data, the constructional analysis shows that **ADJ *at* n** evaluates performance in an activity, rather than simply assigning a general quality to the Target. It therefore makes clear how agency, activity, and evaluation are organised within the pattern.

The findings suggest that closer attention to constructional structure and participant roles provides a more precise account of how evaluative meaning is built up in use.

4.6.6 Locating the constructions within Appreciation subcategories

Having established the underlying transitivity structure of the **ADJ *at* n** construction, this section situates the findings within the Appreciation system.

4.6.6.1 Valuation: Actor–Action Construction

In the Actor + Hinge + Appreciation + Action construction, the evaluation focuses on performance in a specific activity. The construction is therefore located within Valuation. This

applies even when the Target is non-human, because it is still evaluated according to how well it performs the activity introduced by *at*. This alignment is illustrated in the table below:

Table 4.40. Actor + Hinge + **Appreciation:** Valuation + Action

Target	**Hinge**	**Evaluation**	**Specifier**
Actor	**Hinge**	**Appreciation: Valuation**	**Action**
The electric engine	is	extremely efficient	at converting electrical energy into movement
Database management systems	have been	excellent	at decision support

4.6.7 Summary

The **ADJ *at* n** pattern analysed in this section includes eight retained adjectives: *accurate*, *bad*, *effective*, *efficient*, *excellent*, *good*, *great*, and *inefficient*. These adjectives correspond to the 'Good' meaning group described by Francis et al. (1998). In the present study, however, the group is defined more narrowly, since the focus is on the evaluation of things and processes rather than people.

All eight adjectives are located within Valuation, as they assess how accurately, effectively, or efficiently an entity performs an activity. The evaluation is therefore performance-based, which explains why the construction is best analysed as Valuation within the Appreciation system.

The analysis identifies one main construction for **ADJ *at* n**: the Actor + Hinge + Appreciation + Action construction. In this construction, the Target is construed as Actor, while the *at*-phrase specifies the Action being evaluated.

Overall, **ADJ *at* n** evaluates how well an entity performs a particular task. This shows that the pattern links evaluation to activity-based meaning. The next section turns to **ADJ *between* pl-n**.

4.7 ADJ *between* pl–n

Francis et al. (1998: 430–431) describe **ADJ *between* pl–n** as the sixth pattern of this type, in which the adjective is followed by a prepositional phrase starting with *between* and a plural noun group. For example:

Table 4.41. Adjectives occurring in **ADJ *between* pl–n**

	adjective	***between***	**plural noun group**
Performance was fairly	consistent	*between*	the three tasks

Francis et al. (1998) identify ten adjectives that follow this pattern, and they are divided into five meaning groups, as shown in Table 4.42 below with examples.

Table 4.42. Francis et al.'s (1998) meaning groups for **ADJ *between* pl–n**

No.	**Meaning group in Francis et al. (1998)**	**Examples from Francis et al. (1998)**	**No.**	**Meaning group in Francis et al. (1998)**	**Examples from Francis et al. (1998)**
1	'Indeterminate' Group	*indeterminate, variable*	4	'Confidential' Group	*confidential, private*
2	'Mobile' Group	*divisible, mobile*	5	'Undecided' Group	*neutral, undecided*
3	'Equidistant' Group	*equidistant, intermediate*			

The following section presents the BNC evidence and explains the diagnostic screening of examples relevant to Appreciation.

4.7.1 Corpus evidence and diagnostic screening for ADJ *between* pl–n

The search retrieved 912 instances of the **ADJ *between* pl–n** pattern from the BNC. After applying the pattern diagnostic tests and the criteria for Appreciation, only five adjectives were selected for further analysis from the 125 adjectives occurring more than once. The retained examples passed the diagnostic tests because the between-phrase gives the comparison set. For example, *comparable between individuals*, *different between primary and recurrent tumours*, and *identical between two observers* answer questions such as 'Between whom/what is X comparable, different, or identical?' The between-phrase is therefore needed to complete the comparative meaning of the adjective. Although it can sometimes be fronted, this is better treated as topicalisation of the comparison set rather than as a circumstantial use. These are presented in Table 4.43, from the most to the least frequent.

Table 4.43. Distribution of BNC adjectives realising Appreciation in **ADJ *between* pl–n**

	Adjective	**No. of occurrences**
1	*different*	35
2	*similar*	8

3	*consistent*	5
4	*identical*	5
5	*comparable*	4

The following section examines the meanings of Appreciation realised by this pattern.

4.7.2 'ADJ *between* pl–n' pattern across Appreciation Categories

The pattern plays a limited role in expressing Appreciation in the present data. The adjectives in this pattern are located within Composition, since they evaluate the relationship between entities. They relate to Martin and White's (2005) probe 'Is it balanced?', here understood as 'do the entities match or differ from each other?'. Adjectives such as *comparable*, *consistent*, *identical*, and *similar* present the entities as matching or corresponding, while *different* presents them as contrasting. For example:

4.45. *…utility is …* ***comparable between individuals***. (HWH 104)
4.46. *…performance was* ***fairly consistent between the three tasks***. (EVV 1025)
4.47. *...the clonality was* ***different between primary and recurrent tumours***. (HU4 6441)
4.48. *Response scoring was* ***identical between two observers***… (CRM 10309)
4.49. *…the incidence of these sinister abnormalities was* ***similar between the patients receiving oxygen and those receiving air***. (HU3 5312)

Although the set of examples is small, the adjectives in **ADJ *between* pl–n** indicate that, when they occur, they realise Composition: Balance. Table 4.44 below shows the adjectives sorted into Appreciation subcategories.

Table 4.44. Distribution of adjectives in **ADJ *between* pl–n** across Appreciation.

ADJ *between* pl-n					
Reaction		**Composition**		**Valuation**	
No.	0	No.	5	No.	0
-		*comparable, consistent, different, identical, similar*		-	

4.7.3 Aligning BNC adjectives with Francis et al.'s (1998) meaning groups

As was said in 4.7, in Francis et al. (1998), the pattern **ADJ *between* pl–n** is associated with five meaning groups: 'Intermediate,' 'Mobile,' 'Equidistant,' 'Confidential,' and 'Undecided.' These adjectives typically describe that something is not clear or fixed 'Intermedi-

ate', able to move or be moved 'Mobile', positioned equally between two points 'Equidistant', kept private or secret 'Confidential', or unable or unwilling to choose between options 'Undecided'. These meanings focus mainly on physical, spatial, or mental states, rather than evaluations of things or processes. This suggests that the **ADJ *between* pl–n** pattern is generally not compatible with Appreciation.

However, an examination of BNC concordance lines revealed five adjectives in this pattern that do express Appreciation: *comparable, consistent, different, identical,* and *similar.* None of these appears in Francis et al.'s (1998) **ADJ *between* pl–n** groups. Nonetheless, they were organised into one new semantic grouping based on their shared meanings: the 'Comparable' group, as shown below:

1) The 'Comparable' group

These adjectives indicate that something is comparable between two or more entities that relate to each other in terms of similarity, difference, or alignment. These are *comparable, consistent, different, identical,* and *similar.*

4.7.4 'ADJ *between* pl–n' as constructions

Across the concordance lines, the structure is relational, with the *between*-phrase specifying the relationship between two or more entities. The following section examines this construction in more detail.

4.7.4.1 The Carrier–Comparands Construction

In this construction, the underlying SFL transitivity structure is relational because the adjectives express relations of comparison that can be generalised as variation across entities. Accordingly, the evaluated entity functions as the Carrier, as it bears the value expressed by the adjective (see Halliday and Matthiessen, 2014: 267–268). The *between*–phrase introduces multiple entities, labelled as Comparands, because the comparison holds among those entities rather than between them and the evaluated entity. This analysis can be tested using the probe:

X (Carrier) is compared between/among Y (Comparands)

As in the example:

- *Utility is comparable between individuals*.

Underlying transitivity functions:

- Utility (**Target: Carrier**) doesn't differ much between individuals. (**Specifier: Comparands**).

This leads to the following construction summarised in Table 4.45, where the evaluated entity is labelled as the Carrier and the phrase following '*between*' as the Comparands.

Table 4.45. Analysis 1: Carrier + Hinge + Appreciation + Comparands

Target	**Hinge**	**Evaluation**	**Specifier**
Carrier	**Hinge**	**Appreciation**	**Comparands**
Utility	is	comparable	between individuals
Performance	was	fairly consistent	between the three tasks
The clonality	was	different	between primary and recurrent tumours
Response scoring	was	identical	between two observers
The incidence of these sinister abnormalities	was	similar	between the patients receiving oxygen and those receiving air

4.7.5 Comparing the constructions with Francis et al.'s (1998) meaning groups

The adjectives analysed in this section are not included in Francis et al.'s (1998) meaning groups for **ADJ *between* pl–n**. This indicates that the present data include evaluative uses of the pattern that are not captured by their classification. The constructional analysis, therefore, adds to Francis et al.'s (1998) account by showing how **ADJ *between* pl–n** can realise Appreciation through evaluations of similarity, difference, consistency, and comparability.

4.7.6 Locating the constructions within Appreciation subcategories

As shown in Section 4.7.2, the **ADJ *between* pl–n** examples are located within Composition: Balance. This section considers whether the same classification is supported at the constructional level.

4.7.6.1 Composition: Balance and the Carrier–Comparands Construction

The construction is located within Composition: Balance, since it asks whether the entities *match*, *differ*, or *correspond*, which relates to Martin and White's probe 'Is it balanced?' The construction can therefore be located within the Composition, mainly Balance, as shown in Table 4.46 below:

Table 4.46. Carrier + Hinge + Appreciation: Composition: Balance + Comparands

Target	Hinge	Evaluation	Specifier
Carrier	**Hinge**	**Appreciation: Composition: Balance**	**Comparands**
Utility	is	comparable	between individuals
Response scoring	was	identical	between two observers

4.7.7 Summary

The **ADJ *between* pl–n** pattern includes five adjectives that express Appreciation in the present data: *comparable*, *consistent*, *different*, *identical*, and *similar*. These adjectives form one meaning group, labelled here as the 'Comparable' group.

Constructionally, these examples are analysed as Carrier + Hinge + Appreciation + Comparands. The construction is located within Composition: Balance, since it evaluates whether the entities match, differ, or correspond. None of these adjectives appears in Francis et al.'s (1998) meaning groups for **ADJ *between* pl–n**, which suggests that the evaluative potential of this pattern is not fully captured in their classification. Therefore, the present analysis extends their description of the pattern. The next section turns to **ADJ *by* n**.

4.8 ADJ *by* n

The **ADJ *by* n** pattern, described by Francis et al. (1998: 431–434), consists of an adjective followed by a *by*-phrase and a noun group. For example:

Table 4.47. Adjectives occurring in **ADJ *by* n**

	adjective	*by*	noun group
The leaflet is	obtainable	*by*	post
These illnesses are	manifest	*by*	a wide variety of symptoms

In Francis et al. (1998: 431–434), 128 adjectives occurring in this pattern are distributed across nine meaning groups, with a further miscellaneous group containing 10 adjectives. Table 4.48 presents the nine meaning groups with examples.

Table 4.48. Francis et al.'s (1998) meaning groups for **ADJ *by* n**

No.	Meaning group in Francis et al. (1998)	Examples from Francis et al. (1998)	No.	Meaning group in Francis et al. (1998)	Examples from Francis et al. (1998)
1	'Achievable' Group	*achievable, attainable*	6	'Accessible' Group	*accessible, reachable*
2	'Fine' Group	*cool, fine*	7	'Recognisable' Group	*distinguishable, evident*
3	'Astonished' Group	*amused, surprised*	8	'Unaffected' Group	*unaffected, untouched*
4	'Hidebound' Group	*encumbered, uncluttered*	9	'Higher' Group	*higher, stronger*
5	'Available' Group	*available, treatable*			

The following section presents the BNC evidence and explains the diagnostic screening of examples relevant to Appreciation.

4.8.1 Corpus evidence and diagnostic screening for ADJ *by* n

The **ADJ *by* n** pattern is frequent in the BNC. Overall, the search retrieved 15,424 instances, including 1,232 adjectives that occurred more than once. However, only seven were identified as expressing Appreciation and passing the pattern diagnostic tests.

The retained examples passed the diagnostic tests because the *by*-phrase contributes to the meaning of the adjective. The *wh*-question test was useful. For example, in *His success rate was obvious by the number of struggling competitors*, the *by*-phrase answers 'How was his success rate obvious?' or 'What made it obvious?' In *The guitar would be recognisable by chips out of the pickup covers*, it answers 'How would the guitar be recognisable?' Similarly, in *these qualities were not achievable by colonial potters*, the *by*-phrase answers 'By whom were these qualities not achievable?' In these cases, the *by*-phrase specifies the evidence, means, or participant in relation to which the Target is evaluated.

Some examples, especially those involving adjectives such as *achievable*, *obtainable*, and *unattainable,* have passive-like meanings. For example, *these qualities were not achievable by colonial potters* can be re-expressed as *colonial potters could not achieve these qualities*, and *scientific knowledge was unattainable by the human mind* as *the human mind could not attain scientific knowledge*. These re-expressions show that the *by*-phrase may correspond to an Actor in an underlying material process. However, the original clauses are retained because the surface form is adjectival and the evaluative meaning is carried by the

adjective, not by a passive verb. These seven adjectives are listed in Table 4.49 in descending order of frequency.

Table 4.49. Distribution of BNC adjectives realising Appreciation in **ADJ by n**

	Adjective	**No. of occurrences**
1	*obvious*	22
2	*recognisable*	22
3	*apparent*	17
4	*obtainable*	12
5	*achievable*	9
6	*manifest*	7
7	*unattainable*	3

4.8.2 'ADJ *by* n' pattern across Appreciation subcategories

The **ADJ *by* n** pattern included seven adjectives in total. The first group, including *apparent*, *manifest*, *obvious*, and *recognisable*, is located within Composition: Complexity. These relate to Martin and White's probe 'Is it easy to follow?', understood here in the sense 'Is the entity easy to recognise or perceive?' For example:

4.50. *His success rate was* ***obvious by the number of struggling competitors****…* (ECK 2075)

4.51. *The guitar would be* ***recognisable by chips out of the treble side of the pickup covers****…* (C9N 2116)

4.52. *…inconsistencies in the data are immediately* ***apparent by eye****…* (K5T 76)

4.53. *These illnesses are* ***manifest by a wide variety of symptoms****…* (FS6 955)

The second group, including *achievable*, *obtainable*, and *unattainable*, is located within Valuation, since these adjectives evaluate whether the Target can be achieved, obtained, or attained by means of the element introduced by the preposition *by*. They relate to the probe 'Is it worthwhile?', understood here as 'Is the entity attainable or achievable?' For example:

4.54. *…these qualities were apparently not* ***achievable by colonial potters****.* (HR0 1221)

4.55. *…scientific knowledge of nature was* ***unattainable by the human mind****.* (ABM 355)

4.56. *The leaflet is* ***obtainable by post****.* (CHK 249)

Table 4.50 below shows the adjectives sorted into Appreciation subcategories.

Table 4.50. Distribution of adjectives in **ADJ *by* n** across Appreciation subcategories

ADJ *by* n					
Reaction		**Composition**		**Valuation**	
No.	0	No.	4	No.	3
		apparent, manifest, obvious, recognisable		*achievable, obtainable, unattainable*	

4.8.3 Aligning BNC adjectives with Francis et al.'s (1998) meaning groups

To account for the distribution of evaluative meanings within the **ADJ *by* n** pattern, seven adjectives were examined and compared with the meaning groups outlined by Francis et al. (1998: 433–434). Of these, four adjectives, *recognisable, apparent, manifest,* and *obvious*, were classified within the 'Recognisable' group. Two of these, *recognisable* and *manifest*, are listed by Francis et al. (1998), while *apparent* and *obvious* were not. However, since they share similar semantic features related to visibility, they were included in this group. The remaining three adjectives, *achievable, obtainable,* and *unattainable*, were placed in the 'Available' group. The first two appeared in Francis et al.'s (1998) list, whereas *unattainable* did not. It was added here because their list included its positive counterpart, *attainable*, and both express related meanings of possibility and feasibility. The distribution of these adjectives across the relevant groups is shown below:

1) **The 'Recognisable' group**

According to Francis et al. (1998: 433), these adjectives describe phenomena that are easily perceived or recognised, highlighting their visibility or perceptual clarity. These include *manifest, apparent, recognisable,* and *obvious.*

2) **The 'Available' group**

As noted by Francis et al. (1998: 433), these adjectives refer to situations in which something can or cannot be carried out by a particular person or group. These include *achievable, obtainable,* and *unattainable.*

4.8.4 From 'ADJ *by* n' to constructions

Under this pattern, the seven instances of Appreciation identified can be described in terms of three components: the Target (the entity being evaluated), the Evaluation (realised by the adjective), and the Specifier (realised by the *by*-complement indicating what the evaluation is about). At this surface level, the structure is the same across all instances.

A closer analysis of the construction's underlying transitivity meaning reveals a clear division. In some instances, the Target functions as a Phenomenon. In other cases, however, it functions as a Goal or a Carrier. Moreover, the *by*-phrase behaves differently in the two sets: it functions either as an Actor, Means or Evidence. This supports treating **ADJ *by* n** as a pattern with three constructions, which are examined separately in the following sections using probe tests.

4.8.4.1 The Phenomenon–Evidence Construction

The examples in 4.50–4.53 share the same underlying transitivity structure. The Target is analysed as Phenomenon in a mental process because it is the entity that becomes apparent, obvious, recognisable, or manifest to an implied observer (see Halliday and Matthiessen, 2014: 251). The *by*-phrase is analysed as Evidence because it provides the sign or basis through which the Target can be perceived. This analysis can be tested using the following probe:

People can easily recognise X (Target: Phenomenon) on the basis of Y (Specifier: Evidence).

For example:

- *His success rate was obvious by the number of struggling competitors…*

Underlying transitivity roles:

- People can easily recognise his success rate (**Target: Phenomenon**) on the basis of the number of struggling competitors (**Specifier: Evidence**).

Here, *his success rate* is the Phenomenon, because it is what is perceived, and *the number of struggling competitors* is Evidence, because it provides the basis for that perception. This leads to the following construction, as in Table 4.51:

Table 4.51. Analysis 1: Phenomenon + Hinge + Appreciation + Evidence

Target	**Hinge**	**Evaluation**	**Specifier**
Phenomenon	**Hinge**	**Appreciation**	**Evidence**
His success rate	was	obvious	by the number of struggling competitors
The guitar	would be	recognisable	by chips out of the treble side of the pickup covers
Inconsistencies in the data	are	apparent	by eye
These illnesses	are	manifest	by a wide variety of symptoms

4.8.4.2 The Goal–Actor Construction

The examples in 4.54–4.55 share an underlying material-process structure. In these examples, the Target corresponds to the Goal, as it is the entity that can or cannot be successfully done. The *by*-phrase introduces the Actor, that is, the participant who is able or unable to achieve the Target (Halliday and Matthiessen, 2014: 225–226). This analysis is revealed through the re-expression test:

What X (Specifier: Actor) could (not) achieve was Y (Target: Goal).
As in the example:

- *…these qualities were apparently not achievable by colonial potters*.

Underlying transitivity roles:

- What colonial potters (**Specifier: Actor**) could apparently not achieve were these qualities (**Specifier: Goal**).

Here, *these qualities* are the Goal, because they are the entity that *colonial potters* were unable to achieve. *Colonial potters* are the Actor, because they are the participant responsible for the potential process of achieving.

The choice of Goal rather than Affected is important here because it is based on the underlying construction. In *the material is safe against minor chips and abrasions*, the clause can be understood as: *minor chips and abrasions may affect the material, but the material is protected*. Here, *the material* is analysed as Affected, because it is the entity exposed to possible damage. By contrast, in *these qualities were apparently not achievable by colonial potters*, the re-expression is *colonial potters could not achieve these qualities*. Here, *these qualities* are not damaged, protected, or impacted by the potters; they are the entity that the potters fail to produce or attain. The label Goal is therefore more precise than Affected in this construction.

In short, Goal refers to the entity that an Actor tries, or fails, to achieve, obtain, or attain, while Affected refers to an entity impacted by an action, condition, threat, or effect. Although Goal may sometimes overlap with a broad notion of being affected, *these qualities* are not affected in this example; they are the entity that the Actor is unable to achieve. This leads to the following construction, as in Table 4.52:

Table 4.52. Analysis 2: Goal + Hinge + Appreciation + Actor

Target	**Hinge**	**Evaluation**	**Specifier**
Goal	**Hinge**	**Appreciation**	**Actor**
These qualities	were apparently not	achievable	by colonial potters
Scientific knowledge of nature	was	unattainable	by the human mind

4.8.4.3 The Carrier–Means Construction

The example in 4.56 realises a Carrier + Hinge + Appreciation + Means construction. The adjective *obtainable* attributes a property to the Target: it indicates that the leaflet is available through a particular channel. The Target is therefore analysed as Carrier in a relational process (Halliday and Matthiessen, 2014: 267–268). The *by*-phrase introduces the Means, because it specifies the method or channel through which the leaflet is available. This analysis is revealed through the re-expression test:

X (Target: Carrier) is obtainable by means of Y (Specifier: Means).
As in the example:

- *The leaflet is obtainable by post*.

Underlying transitivity roles:

- The leaflet (**Target: Carrier**) is obtained by means of the post (**Specifier: Means**).

Here, *the leaflet* is Target: Carrier, and *by post* is Specifier: Means, understood as the channel of obtaining. This leads to the following construction, as in Table 4.53:

Table 4.53. Analysis 3: Carrier + Hinge + Appreciation + Means

Target	**Hinge**	**Evaluation**	**Specifier**
Carrier	**Hinge**	**Appreciation**	**Means**
The leaflet	is	obtainable	by post

4.8.5 Comparing the constructions with Francis et al.'s (1998) meaning groups

The underlying transitivity analysis of the Phenomenon + Hinge + Appreciation + Evidence construction supports Francis et al.'s (1998) 'Recognisable' meaning group. In this construction, adjectives such as *apparent, manifest, obvious,* and *recognisable* behave similarly, both

formally and functionally. This supports treating the adjectives in this group as a single meaning group.

The transitivity analysis broadly supports Francis et al.'s (1998) 'Available' meaning group. Adjectives such as *achievable* and *unattainable* assess whether the evaluated entity can be achieved or attained. In these cases, the *by*-phrase may introduce the Actor, as in *these qualities were not achievable by colonial potters*. By contrast, with *obtainable*, the Target is treated as Carrier, since *obtainable* assigns a property of availability to the Target, while the *by*-phrase introduces the Means, as in *the leaflet is obtainable by post*. Thus, the present study retains one broad meaning group, 'Available', but distinguishes two constructions: Goal + Hinge + Appreciation + Actor and Carrier + Hinge + Appreciation + Means.

4.8.6 Locating the constructions within Appreciation subcategories

The **ADJ *by* n** pattern realises three constructions that express Appreciation. These constructions align with different Appreciation subcategories as defined by Martin and White (2005). These are discussed separately below.

4.8.6.1 Composition: Complexity and the Phenomenon–Evidence Construction

The Phenomenon + Hinge + Appreciation + Evidence construction includes adjectives such as *apparent, manifest, obvious,* and *recognisable*. In this construction, the Target is evaluated according to whether it can be perceived, recognised, or identified on the basis of the Evidence introduced by the preposition *by*. The construction is therefore located within Composition: Complexity, as in Table 4.54.

Table 4.54. Phenomenon + Hinge + Appreciation: Composition: Complexity + Evidence

Target	**Hinge**	**Evaluation**	**Specifier**
Phenomenon	**Hinge**	**Appreciation: Composition: Complexity**	**Evidence**
His success rate	was	obvious	by the number of struggling competitors
The guitar	would be	recognisable	by chips out of the treble side of the pickup covers

4.8.6.2 Valuation: Goal–Actor and Goal–Means Constructions

The Goal + Hinge + Appreciation + Actor and Carrier + Hinge + Appreciation + Means constructions are located within Valuation. In the first construction, adjectives such as

achievable and *unattainable* evaluate whether the Target can be achieved or attained by the Actor introduced by *by*. In the second construction, *obtainable* evaluates the Target as available through the Means introduced by *by*. Both constructions are therefore placed within Valuation, since they assess the Target in terms of achievability, attainability, or availability, as illustrated in Tables 4.55 and 4.56.

Table 4.55. Goal + Hinge + Appreciation: Valuation + Actor

Target	**Hinge**	**Evaluation**	**Specifier**
Goal	**Hinge**	**Appreciation: Valuation**	**Actor**
These qualities	were apparently not	achievable	by colonial potters
Scientific knowledge of nature	was	unattainable	by the human mind

Table 4.56. Carrier + Hinge + Appreciation: Valuation + Means

Target	**Hinge**	**Evaluation**	**Specifier**
Carrier	**Hinge**	**Appreciation: Valuation**	**Means**
This leaflet	is	obtainable	by post

4.8.7 Summary

To summarise, the **ADJ *by* n** pattern includes seven adjectives in the BNC data that are located within Appreciation. These adjectives fall into two subcategories: Composition: Complexity and Valuation. *Obvious*, *recognisable*, *apparent*, and *manifest* belong to Composition: Complexity. *Achievable*, *Obtainable*, and *unattainable* belong to Valuation. The adjectives broadly align with Francis et al.'s (1998: 433–434) 'Recognisable' and 'Available' meaning groups. Three constructions are identified: Phenomenon + Hinge + Appreciation + Evidence**,** Goal + Hinge + Appreciation + Actor and Carrier + Hinge + Appreciation + Means. The next section examines **ADJ *for* n**.

4.9 ADJ *for* n

The **ADJ *for* n** pattern appears as the eighth pattern in Francis et al.'s (1998: 435–440) taxonomy. This pattern involves an adjective that selects a *for*-prepositional phrase with a noun group or an '-ing' clause as its complement. For example:

Table 4.57. Adjectives occurring in **ADJ *for* n**

	adjective	***for***	**noun group/-ing clause**
These two sciences are not	obligatory	*for*	entrance.
Grolux tubes are	great	*for*	promoting plant growth.

The **ADJ *for* n** pattern includes 155 adjectives in Francis et al.'s (1998) account, distributed across 14 semantic groupings, with a further miscellaneous group containing 8 adjectives. Table 4.58 presents the 14 meaning groups with examples.

Table 4.58. Francis et al.'s (1998) meaning groups for **ADJ *for* n**

No.	**Meaning group in Francis et al. (1998)**	**Examples from Francis et al. (1998)**	**No.**	**Meaning group in Francis et al. (1998)**	**Examples from Francis et al. (1998)**
1	'Suitable' Group	*ideal, unfit*	8	'Happy' Group	*glad, sad*
2	'Ready' Group	*available, ready*	9	'Compulsory' Group	*obligatory, optional*
3	'Eager' Group	*desperate, impatient*	10	'Vital' Group	*essential, unnecessary*
4	'Famous' Group	*famed, infamous*	11	'Useful' Group	*useless, valuable*
5	'Good' Group	*beneficial, fatal*	12	'Pushed' Group	*pressed, strapped*
6	'Responsible' Group	*accountable, liable*	13	'Guilty' Group	*apologetic, thankful*
7	'Afraid' Group	*fearful, worried*	14	'Destined' Group	*built, meant*

The following section presents the BNC evidence and explains the diagnostic screening of examples relevant to Appreciation.

4.9.1 Corpus evidence and diagnostic screening for ADJ *for* n

Corpus analysis shows that the **ADJ *for* n** pattern is highly productive in the BNC, with 62,374 occurrences. Of the 1,664 adjectives that occurred more than once, 85 were found to be relevant to Appreciation and were therefore included in the analysis. Because the number of retained adjectives is large, the diagnostic screening is not presented item by item. Instead, representative examples from each meaning group and construction are discussed in detail, while the same diagnostic criteria were applied across the full set of retained adjectives. This

procedure avoids repetitive discussion while showing that inclusion was based on consistent diagnostic principles. The following examples illustrate the diagnostic screening of **ADJ *for* n**. They were selected as representative cases because they show different functions of the *for*-phrase:

4.57. *These two sciences are not* ***obligatory for entrance***. (HTE 1808)
4.58. *Wordlists are* ***notorious for including bizarre mis-spellings***. (FA4 89)
4.59. *STACK membership is* ***advantageous for the individual stunt flyer***.
4.60. *Wrist and ankle weights are* ***useful for power training***.
4.61. *This type of care is very* ***unpleasant for the patient***.

These examples pass the diagnostic tests because the *for*-phrase completes and specifies the meaning of the adjective. In (4.57), *for entrance* specifies the domain in which the sciences are obligatory. In (4.58), *for including bizarre mis-spellings* identifies the behaviour for which wordlists are notorious. In the remaining examples, the *for*-phrase identifies the beneficiary, purpose, or affected participant in relation to which the evaluation applies: *for the individual stunt flyer*, *for power training*, and *for the patient*. The *wh*-question test supports this analysis, since the examples naturally answer questions such as *obligatory for what*?, *notorious for what*?, *advantageous for whom*?, *useful for what*?, and *unpleasant for whom*? The same diagnostic criteria were applied across the full set of retained adjectives. The examples were therefore retained as genuine instances of **ADJ *for* n**. The same diagnostic criteria were applied across the full set of retained adjectives. Table 4.59 presents the retained adjectives in decreasing order of frequency.

Table 4.59. Distribution of BNC adjectives realising Appreciation in **ADJ *for* n**

	Adjective	**No. of occurrences**		**Adjective**	**No. of occurrences**
1	*suitable*	1907	44	*invaluable*	49
2	*good*	1901	45	*mandatory*	47
3	*necessary*	1658	46	*useless*	46
4	*ideal*	880	47	*feasible*	43
5	*useful*	782	48	*profitable*	40
6	*essential*	731	49	*practical*	38
7	*appropriate*	633	50	*frustrating*	37
8	*bad*	517	51	*problematic*	36
9	*right*	515	52	*healthy*	35

10	*fit*	508	53	*worrying*	34
11	*famous*	449	54	*costly*	32
12	*sufficient*	306	55	*exciting*	31
13	*unsuitable*	261	56	*efficient*	27
14	*renowned*	241	57	*favourable*	27
15	*perfect*	234	58	*pleasant*	27
16	*great*	196	59	*undesirable*	27
17	*fine*	195	60	*advantageous*	25
18	*vital*	193	61	*apt*	22
19	*safe*	171	62	*damaging*	22
20	*adequate*	168	63	*inconvenient*	22
21	*dangerous*	141	64	*marvellous*	22
22	*crucial*	133	65	*obligatory*	21
23	*notorious*	127	66	*impractical*	19
24	*inappropri-ate*	125	67	*unpleasant*	18
25	*notable*	125	68	*sweet*	18
26	*unfit*	124	69	*brilliant*	13
27	*famed*	108	70	*stressful*	13
28	*valuable*	100	71	*satisfying*	12
29	*acceptable*	98	72	*usable*	12
30	*helpful*	97	73	*catastrophic*	11
31	*remarkable*	93	74	*fatal*	9
32	*compulsory*	92	75	*infamous*	8
33	*handy*	86	76	*irritating*	8
34	*inadequate*	83	77	*instructive*	8
35	*excellent*	78	78	*lethal*	7
36	*beneficial*	67	79	*noticeable*	7
37	*critical*	58	80	*noteworthy*	6
38	*unnecessary*	56	81	*optional*	6
39	*disastrous*	53	82	*unusable*	6
40	*advisable*	52	83	*legendary*	5
41	*insufficient*	50	84	*enthralling*	2
42	*well-known*	50	85	*unhealthy*	2

43	*worthwhile*	50			

4.9.2 'ADJ *for* n' pattern across Appreciation subcategories

All instances of **ADJ *for* n** collected from the BNC were included as realisations of Appreciation. The **ADJ *for* n** pattern is mainly associated with Valuation, but a smaller set of adjectives is located within Reaction. In the present data, 11 adjectives realise Reaction: four are classified as Reaction: Quality and eight as Reaction: Impact. Following Martin and White (2005), Reaction: Quality responds to the probe 'Did I like it?', understood here as 'Was the Target pleasant or unpleasant for the Senser?' Reaction: Impact responds to the probe 'Did it grab me?', understood here as 'Did the Target engage, disturb, worry, attract, or strongly affect the Senser?' For example:

4.62. *This type of care is* ***very unpleasant for the patient****.*
4.63. *Supervising a group of learners is* ***very satisfying for the clinical teacher****.*
4.64. *Such a tournament would be* ***especially enthralling for spectators****.*
4.65. *The costs may be* ***particularly worrying for dementia sufferers****.*

The first two examples are located within Reaction: Quality, because they evaluate the quality of the experience for the Senser. The latter two examples are located within Reaction: Impact, as they evaluate the force of the Target's effect on the Senser.

The remaining 74 adjectives are located within Valuation. These adjectives respond to Martin and White's (2005) probe 'Is it worthwhile?', understood here as 'Is the Target useful, suitable, necessary, beneficial, harmful, important, feasible, or valuable in relation to the participant, purpose, or basis introduced by *for*?' The Valuation adjectives fall into several meaning groups, including 'Suitable', 'Compulsory', 'Famous', 'Useful', 'Good', and 'Vital'. For example:

4.66. *These two sciences are not* ***obligatory for entrance****.*
4.67. *STACK membership is* ***advantageous for the individual stunt flyer****.*
4.68. *Wrist and ankle weights are* ***useful for power training****.*
4.69. *These explanations are* ***crucial for parents and teachers****.*

These examples illustrate different realisations of Valuation. In *not obligatory for entrance*, the Target is evaluated in terms of obligation: the two sciences are assessed according to whether they are required for entrance. In *advantageous for the individual stunt flyer*, the Target is evaluated in terms of benefit, since STACK membership is presented as beneficial

for the stunt flyer. In *useful for power training*, the Target is evaluated in terms of utility, because wrist and ankle weights are assessed according to their usefulness for a specific activity. In *crucial for parents and teachers*, the Target is evaluated in terms of importance, since the explanations are presented as necessary or highly important for the participants introduced by *for*.

Thus, **ADJ *for* n** is primarily associated with Valuation, as it commonly appraises usefulness, suitability, necessity, benefit, harm, importance, and practical value. A smaller set of examples is located within Reaction, where the *for*-phrase identifies the Senser who experiences the Target. Table 4.60 shows the adjectives sorted according to Appreciation subcategory.

Table 4.60. Distribution of adjectives in **ADJ *for* n** across Appreciation subcategories

ADJ *for* n					
Reaction		**Composition**		**Valuation**	
No.	11	No.	0	No.	74
enthralling, exciting, frustrating, irritating, noticeable, pleasant, satisfying, stressful, sweet, unpleasant, worrying		-		*acceptable, adequate, advantageous, advisable, appropriate, apt, bad, beneficial, brilliant, catastrophic, compulsory, costly, critical, crucial, damaging, dangerous, disastrous, efficient, essential, excellent, famed, famous, fatal, favourable, feasible, fine, fit, good, great, handy, healthy, helpful, ideal, impractical, inadequate, inappropriate, inconvenient, infamous, instructive, insufficient, invaluable, legendary, lethal, mandatory, marvellous, necessary, notable, noteworthy, notorious, obligatory, optional, perfect, practical, problematic, profitable, remarkable, renowned, right, safe, sufficient, suitable, undesirable, unfit, unhealthy, unnecessary, unsuitable, unusable, usable, useful, useless, valuable, vital, well-known, worthwhile*	

4.9.3 Aligning BNC adjectives with Francis et al.'s (1998) meaning groups

To understand how evaluative meanings are distributed across the **ADJ *for* n** pattern, 85 adjectives were examined and compared with the meaning groups outlined by Francis et al. (1998: 435-439). Of these, 68 adjectives matched items listed in six of Francis et al.'s (1998) meaning groups associated with Appreciation. The most significant number, 20 adjectives (e.g., *apt, brilliant, excellent, fine,* among others), belonged to Group 1, the 'Suitable' group. The second most significant, with 19 adjectives, aligned with Group 5, the 'Good' group. A further 10 adjectives (e.g., *famous, famed, infamous, legendary*) appeared in Group 4, the 'Famous' group. Smaller numbers were distributed across other categories: four adjectives occurred in Group 9, the 'Compulsory' group, six in Group 10, the 'Vital' group, and the remaining nine in Group 11, the 'Useful' group. It is worth noting that two adjectives, *good* and *fine*, appeared twice with distinct senses: one corresponding to 'is/isn't suitable' in Group 1, the 'Suitable' group and the other to 'to benefit or harm' in Group 5, the 'Good' group.

Nineteen adjectives did not appear in any of Francis et al.'s (1998) meaning groups. However, a closer examination of their meanings showed that all could be accommodated within the six existing groups identified by Francis et al. (1998). There was therefore no need to introduce a new category. The majority, 13 adjectives, were assigned to the 'Good' group, as they all conveyed meanings related to benefit or harm. Three adjectives were placed in the 'Useful' group, while one adjective each aligned with the 'Suitable', the 'Famous', and the 'Vital' groups. On this basis, the analysis confirmed that all adjectives could be integrated into the six established meaning groups identified by Francis et al. (1998). This avoids the need to propose any new categories. The distribution of these adjectives across the relevant groups is shown below:

1) **The 'Suitable' group**

As noted by Francis et al. (1998: 435–436), the 'Suitable' group comprises adjectives that describe whether something is or is not appropriate for a particular purpose, treatment, or person. In this study, 21 adjectives were identified within this category, including *acceptable, adequate, appropriate, apt, brilliant, excellent, fine, fit, good, great, ideal, inappropriate, insufficient, marvellous, perfect, right, sufficient, suitable, unfit,* and *unsuitable*, with *inadequate* added to the list.

2) The 'Famous' group

This group, described by Francis et al. (1998: 436–437) as being "concerned with adjectives indicating something is famous or special in some way," includes a total of 11 adjectives. These include *famous, famed, infamous, legendary, notable, noteworthy, notorious, remarkable, renowned,* and *well-known*, with *noticeable* added from the BNC.

3) The 'Good' group

This group, described by Francis et al. (1998: 437) as "concerned with adjectives indicating that something benefits or harms someone or something," includes a total of 32 adjectives, comprising *advantageous, bad, beneficial, catastrophic, costly, damaging, dangerous, disastrous, fatal, favourable, fine, good, healthy, helpful, instructive, lethal, profitable, safe,* and *unhealthy*. In addition, 13 adjectives drawn from the BNC were incorporated: *advisable*, *enthralling, exciting, frustrating, irritating, pleasant, problematic, satisfying, stressful, sweet, undesirable, unpleasant,* and *worrying*.

4) The 'Compulsory' group

This group is described by Francis et al. (1998: 438) as being "concerned with adjectives indicating that a particular category of person must do something, or that something need not be done," and comprises a total of four adjectives: *compulsory, mandatory, obligatory,* and *optional*.

5) The 'Vital' group

This group, described by Francis et al. (1998: 438) as "concerned with something important or necessary, or not," comprises a total of seven adjectives: *critical, crucial, essential, necessary, unnecessary*, and *vital,* with *worthwhile* added from the BNC.

6) The 'Useful' group

This group is described by Francis et al. (1998: 438) as being "concerned with something useful or convenient, or not." It comprises a total of 12 adjectives: *handy, impractical, inconvenient, invaluable, practical, usable, useful, useless*, and *valuable,* with *efficient, feasible,* and *unusable* added from the BNC.

4.9.4 'ADJ *for* n' as constructions

This section examines the **ADJ *for* n** pattern as a set of distinct constructions. The clauses in which it occurs have different underlying SFL transitivity structures, depending on how

the *for*-phrase is interpreted. Across the data, the *for*-phrase can introduce a range of participant roles, including Affected, Purpose, Senser, Cause, and Means. The six constructions identified below capture these systematic differences. They show how the same surface structure realises different functional meanings.

4.9.4.1 The Requirement-Requirer Construction

Clauses in this construction share the same underlying meaning of requirement. In these clauses, the Target is evaluated according to whether it is required with respect to another participant. The Target functions as Requirement, while the entity introduced by the *for*-phrase functions as Requirer. The clause expresses what is, or is not, needed by whom. This can be generalised as:

X (Target: Requirement) is (not) required by Y (Specifier: Requirer)

As in the example:

- …*subjects were compulsory for all pupils*… (ASY 288)

Underlying transitivity roles:

- Subjects (**Target: Requirement**) were required by all pupils (**Specifier: Requirer**).

Here, *subjects* function as **Requirement**, while *all pupils* function as **Requirer**, since the requirement applies to them. Thus, this gives us the construction:

Table 4.61. Analysis 1: Requirement + Hinge + Appreciation + Requirer

Target	**Hinge**	**Evaluation**	**Specifier**
Requirement	**Hinge**	**Appreciation**	**Requirer**
Subjects	were	compulsory	for all pupils. (ASY 288)
Groin guards	are	mandatory	for all male competitors. (A0M 63)
Conscription	is	obligatory	for every able-bodied male aged between 18 and 27. (CJP 823)
Sun	is	necessary	for flowers. (FEB 896)
A good diet	is	essential	for everyone. (A0J 1054)
Ventilation	is	vital	for dogs travelling in cars. (CJE 961)
The course	is	optional	for most students. (CG9 447)

4.9.4.2 The Requirement–Purpose Construction

In this construction, the underlying meaning is one of requirement in relation to a purpose. The evaluated entity functions as Requirement, while the *for*-phrase specifies the Purpose for which it is required, adequate, optional, necessary, or unnecessary. This can be generalised as follows:

X (Target: Requirement) is (not) required for the purpose of Y (Specifier: Purpose).

For example:

- *…these two sciences are not obligatory for entrance…* (HTE 1808)

Underlying Transitivity roles:

- These two sciences (**Target: Requirement**) are not required for the purpose of entrance (**Specifier: Purpose**).

Here, *these two sciences* function as Target: Requirement, while *for entrance* functions as Specifier: Purpose, since it identifies the outcome in relation to which the requirement is assessed. This leads to the following construction:

Table 4.62. Analysis 2: Requirement + Hinge + Appreciation + Purpose

Target	**Hinge**	**Evaluation**	**Specifier**
Requirement	**Hinge**	**Appreciation**	**Purpose**
These two sciences	are not	obligatory	for entrance. (HTE 1808)
The one-piece suit	is not	mandatory	for powder skiing. (G2W 1101)
‘Brick’ front piers	are	optional	for this concrete-panelled garage. (AM5 155)
Iron	is	vital	for healthy growth. (CFS 2592)
Calcium	is	necessary	for repair and construction of cells. (AD0 845)
Bag work	is	essential	for training competition kicks. (A0M 921)
A petrol-driven outboard	is	usually unnecessary	for punt fishing. (B0P 239)
Width	must be	adequate	for the flow. (C8F 1357)
An electric hand operated drill	is not	sufficient	for this operation. (C9L 1410)
Lebanon's trees	are	insufficient	for burning. (EUX 16)

Flickering candles	can be	infuriatingly inadequate	for speechreading. (C9R 1416)

4.9.4.3 The Phenomenon–Senser Construction

In clauses of this construction, the underlying transitivity structure is mental. The evaluated entity functions as the Phenomenon, while the *for*-phrase identifies the participant who experiences or perceives the evaluation, which is labelled the Senser. The clause, therefore, construes evaluation in terms of affective or perceptual experience. This can be generalised as :

X (Specifier: Senser) experiences Y (Target: Phenomenon) as evaluation.

For example:

- *This type of care is very unpleasant for the patient…* (FCW 126)

Underlying Transitivity roles:

- The patient (**Specifier: Senser**) experiences this type of care (**Target: Phenomenon**) as unpleasant.

In this example, *the patient* functions as Senser while *this type of care* functions as Phenomenon. This leads to the following construction:

Table 4.63. Analysis 3: Phenomenon + Hinge + Appreciation + Senser

Target	**Hinge**	**Evaluation**	**Specifier**
Phenomenon	**Hinge**	**Appreciation**	**Senser**
This type of care	is	very unpleasant	for patient. (FCW 126)
The hunter's learning process	is not	particularly pleasant	for the prey animal providing the education. (BLX 789)
The news	was also	sweet	for Paisley. (K5M 5897)
The first weeks in a job	can be	irritating	for women who are used to running their own lives. (CB8 1299)
Such a tournament	would be	especially enthralling	for spectators of the international music chess board. (A4W 133)
Supervising a group of learners…	is	very satisfying	for the clinical teacher. (B33 327)
Such an intensive subject assessment	was	stressful	for the staff. (HBM 2010)

Recording in a top flight studio	is	exciting	for any band. (A6A 2387)
The costs	may be	particularly worrying	for dementia sufferers. (FTY 331)
Such arrangements	can be	frustrating	for salespeople and buyers alike. (K94 1250)
The trend	will be	particularly noticeable	for women. (CKP 48)

4.9.4.4 The Phenomenon–Reason Construction

Across instances of this construction, the underlying relation is one of recognition: *famous, famed, infamous, legendary, notorious, renowned, and well-known* or distinctiveness: *noteworthy, notable, and noticeable*. The evaluated entity functions as Phenomenon, while the *for*-phrase specifies the Reason (Halliday and Matthiessen, 2014: 320–321) for which the Phenomenon is known or made distinctive. This can be generalised as:

People know X (Target: Phenomenon) because of Y (Specifier: Reason).

For example:

- *Wordlists are **notorious for including bizarre mis-spellings***. (FA4 89)

Underlying transitivity roles:

- People know Wordlists (**Target: Phenomenon**) because of bizarre mis-spellings (**Specifier: Reason**).

This leads to the following construction:

Table 4.64. Analysis 4: Phenomenon + Hinge + Appreciation + Reason

Target	**Hinge**	**Evaluation**	**Specifier**
Phenomenon	**Hinge**	**Appreciation**	**Reason**
Wordlists	are	notorious	for including bizarre mis-spellings.
The remote little town of Grott-aglie	is	famed	for rustic pottery and the craftsmen welcome on-lookers. (ECF 3111)
Your dinner parties	will be	legendary	for their incredible desserts! (BNL 1357)
The hotel	is	famous	for its food. (B3K 926)
Garlic	is	well-known	for its health-giving properties. (CLG 1419)

Meetings	are	infamous	for getting stuck and going round in circles. (B2F 115)
Our Peaches Restaurant	is	renowned	for a warm and welcoming atmosphere. (AL7 288)
Birch's piers	were	noteworthy	for their screw-pile method of construction. (GSY 1437)
These priority themes	are	notable	for their deep-textured interconnection. (B2T 1230)
The poem	is	remarkable	for its modern point of view. (ASF 669)
The church	is	noticeable	for its dowdy appearance. (ANB 1294)

4.9.4.5 The Actor–Affected Construction

In this construction, the clauses have the underlying transitivity structure as a material process, since the Target is construed as producing a positive or negative effect on another participant. The evaluated entity functions as Actor, while the *for*-phrase introduces the Affected participant, that is, the entity that is impacted by the effect (see Hunston and Su, 2019: 582). This use of Affected differs from Goal in the **ADJ *by* n** construction (See Section 4.8.4.2). In *these qualities were not achievable by colonial potters*, *these qualities* are the Goal because they are what the Actor could not achieve. They are not impacted by the Actor. In the present construction, by contrast, Affected is chosen because the participant introduced by *for* is harmed, damaged, or negatively impacted by the Target. Thus, **Goal** labels the entity that is achieved or attained, while Affected labels the participant who is positively or negatively impacted by the Target. The present construction can be generalised as follows:

What X (Target: Actor) does is positively or negatively affect Y (Specifier: Affected).
For example:

- *Some rumours can be very damaging for businesses*. (A19 328)

Underlying transitivity roles:

- What some rumours (**Target: Actor**) do is negatively affect businesses **(Specifier: Affected)**.

Here, *Some rumours* functions as Target: Actor, since they are construed as producing the negative effect, while *businesses* functions as Specifier: Affected, since they undergo that effect. This leads to the following construction:

Table 4.65. Analysis 5: Actor + Hinge + Appreciation + Affected

Target	**Hinge**	**Evaluation**	**Specifier**
Actor	**Hinge**	**Appreciation**	**Affected**
Some rumours	can be	very damaging	for businesses. (A19 328)
Too many questions	can be	dangerous	for the health. (AMB 2203)
Smoking	is not	good	for the lungs. (A0D 636)
Dieting	can be	bad	for the body and the mind. (B7M 1511)
The results	could be	disastrous	for your business and the people it employs. (A0S 15)
Self-restraint, followed by rationalisation	are	healthy	for the industry. (ALV 398)
The new government's economic policy	was	fatal	for us. (HH3 3820)
Development and international aid	are	catastrophic	for the local people. (B04 118)
The decision	was not	costly	for India. (CU0 321)
Decaying vegetation in water	can be	lethal	for fish. (GV1 35)
Just constant gratification	is	unhealthy	for anybody. (CHB 900)
The relationship between the second and third statement	is	problematic	for the unknowledgeable reader. (CBR 1709)
Genetic sex determination	is	inconvenient	for everybody. (AKF 69)
Such a system	may be	undesirable	for international trade and payments. (EC3 29)

4.9.4.6 The Carrier–Beneficiary Construction

This construction covers examples in which the Target is evaluated according to its usefulness, suitability, acceptability, feasibility, or efficiency for another participant. The underlying transitivity structure is relational: the Target functions as Carrier, while the *for*-phrase identifies the Beneficiary, understood as the participant for whom the value of the Target holds (Halliday and Matthiessen, 2014: 345–346). Beneficiary is preferred to Affected because the *for*-phrase does not identify someone or something directly impacted by the Target. Instead, it identifies the participant for whom the Target has value. This includes negative cases, where the Target has little or no value for that participant, as in *useless for the 10K runner*. This can be generalised as follows:

X (Target: Carrier) benefits Y (Specifier: Beneficiary).

For example:

- *STACK membership is advantageous* ***for the individual stunt flyer***. (CA1 1888)

Underlying transitivity roles:

- STACK membership (**Target: Carrier**) benefits the individual stunt flyer **(Specifier: Beneficiary)**.

Here, *STACK membership* functions as Target: Carrier because it is deemed advantageous. *The individual stunt flyer* functions as Specifier: Beneficiary, since the *for*-phrase identifies the participant group for whom STACK membership may be advantageous. This leads to the following construction:

Table 4.66. Analysis 6: Carrier + Hinge + Appreciation + Beneficiary

Target	**Hinge**	**Evaluation**	**Specifier**
Carrier	**Hinge**	**Appreciation**	**Beneficiary**
STACK membership	is	advantageous	for the individual stunt flyer. (CA1 1888)
The impact of Big Bang on GKR	was	especially profitable	for the firm. (CM0 453)
A brief resume	may be	beneficial	for some readers. (BM6 1235)
This exercise	is	helpful	for those whose bottoms have grown to resemble a blancmange. (CH6 8725)
The air here	was	safe	for humans. (FSB 307)
These budget or fixed payment schemes	are	good	for lenders. (A3J 45)
These preambles	can be	very instructive	for both the reader who is (still) uncertain about the usefulness of a history book and also the reader who is already committed to reading sections of it. (FU3 717)
Malaria pills	may be	advisable	for lowland areas. (A3P 275)
This scheme	is	practical	for people with younger children… (C9X 245)
The use of such devices	is	impractical	for any program... (EUW 456)
The economical shuffle of the marathon runner	is	useless	for the 10K runner. (CB4 1242)

Morning winds	are	fine	for novices. (G2B 1161)
Gene therapy	may be	feasible	for these patients. (FT3 1244)
A pick-up system	will be	far more efficient	for the workforce and the company. (HPB 66)
The food	wasn't	fit	for the rabbit. (H8T 987)
The house	was	suitable	for a prolific father who wore two pairs of combinations next the skin. (A68 1426)
Spa is	is	perfect	for those on a low salt diet. (A70 737)
This seminar	is	appropriate	for senior managers. (CFV 401)
The exchange rate of sterling to the dollar	was	very favourable	for Britain. (A0C 988)
Marine beacons	have become	usable	for aircraft. (CAU 1284)
Boiling	is	particularly valuable	for cloths and cleaning tools. (APV 396)
The whole package	is	well worthwhile	for the enthusiast. (CJ4 402)
This breathing space	proved	critical	for the opposition. (AN9 950)
These explanations	are	crucial	for parents and teachers… (CCV 257)

4.9.4.7 The Means–Purpose Construction

In this construction, the underlying meaning involves a material process with an implied Actor (Halliday and Matthiessen, 2014: 225–226). The evaluated entity functions as Means, because it can be used for a particular purpose, and the *for*-phrase specifies that Purpose (Halliday and Matthiessen, 2014: 321). The construction, therefore, evaluates how useful, suitable, or effective the Target is for achieving this purpose. This can be generalised as follows:

People can(not) use X (Target: Means) for the purpose of Y (Specifier: Purpose).

For example:

- *Wrist and ankle weights are useful for power training*... (A0M 406)

Underlying transitivity roles:

- People can use wrist and ankle weights (**Target: Means**) for the purpose of power training (**Specifier: Purpose**).

Here, *People* functions as Implied Actor, *wrist and ankle weights* as Target: Means, and *for power training* as Specifier: Purpose. The Actor is recoverable from the re-expression, while the weights are labelled Means because they are the resource used for the activity specified by the *for*-phrase. This leads to the following construction:

Table 4.67. Analysis 7: Means + Hinge + Appreciation + Purpose

Target	**Hinge**	**Evaluation**	**Specifier**
Means	**Hinge**	**Appreciation**	**Purpose**
Wrist and ankle weights	are	useful	for power training. (A0M 406)
Hedges	are	valuable	for marking off special areas... (A0G 2377)
The brush	is	handy	for vacuuming stubborn dust and dirt. (CLG 925)
Tweezers	are	invaluable	for removing odd hairs. (CDR 2285)
Chopsticks	are	practical	for one-handed eating. (AS0 254)
Jay's car	was	useless	for long journeys. (A0L 701)
Fresh flowers	are	fine	for scenting the air. (FEB 79)
The lake	was	acceptable	for emergency landing. (CLV 65)
Print	is	very efficient	for the communication and imbibing of information. (FSW 668)
Any sound grain	was	completely unusable	for flour. (EER 516)
These two techniques	are	only incidentally usable	for direct files. (FPG 245)
A brine crock	is	great	for storing runner beans. (BNL 1351)
The saw	is	ideal	for rough cutting. (A16 987)
Multiple windows	are	marvellous	for creating a bright and airy room. (GUB 88)
Decorations are	are	most apt	for painting the significance of special words. (GVJ 751)
Walking and swimming	are	excellent	for releasing tension. (BLW 378)
Glass pie plates and quiche dishes	are	perfect	for low displays. (A70 1924)

This exercise	is	brilliant	for toning up the loose skin under the chin. (C9Y 1799)
Some buses	are	hardly fit	for the road. (G3H 1139)
Spiral bindings	are	inappropriate	for library use. (B07 565)
This planting plan	is	suitable	for either sloping or level ground. (ACX 599)
That single room	was	unfit	for human habitation. ((BN3 2142)
Pamphlets	are	unsuitable	for open shelf stock. (B07 650)

4.9.5 Comparing the constructions with Francis et al.'s (1998) meaning groups

The Requirement + Hinge + Appreciation + Requirer construction brings together adjectives from two of Francis et al.'s (1998) meaning groups: 'Compulsory' and 'Vital'. The 'Compulsory' adjectives, including *compulsory, mandatory, obligatory,* and *optional*, evaluate whether the Target is formally required or not required for the participant introduced by *for*. The 'Vital' adjectives, including *necessary, essential,* and *vital*, also involve requirement, but the requirement is based on need or importance rather than formal obligation. Francis et al.'s (1998) groups, therefore, distinguish obligation from necessity, whereas the present constructional analysis shows that both sets share a Requirement–Requirer structure.

A related pattern is found in the Requirement + Hinge + Appreciation + Purpose construction, which includes adjectives from the 'Compulsory', 'Vital', and 'Suitable' groups. Here, the *for*-phrase does not identify a Requirer, but the Purpose in relation to which the Target is required, unnecessary, adequate, or insufficient. Thus, *obligatory, mandatory,* and *optional* evaluate formal requirement for a purpose; *vital, necessary, essential,* and *unnecessary* evaluate need for an outcome; and *adequate, sufficient, insufficient,* and *inadequate* evaluate whether the Target meets the requirements of the purpose introduced by *for*. This shows that Francis et al.'s (1998) semantic groups distinguish obligation, necessity, and sufficiency, while the constructional analysis identifies their shared Requirement–Purpose structure.

The Phenomenon + Hinge + Appreciation + Senser construction draws on adjectives from the 'Good' group. While Francis et al.'s (1998) grouping captures their broad positive or negative evaluative meaning, the present analysis shows that the adjectives *unpleasant*, *satisfying*, *enthralling*, and *worrying* also share a common clause function. In this construction, the Target functions as Phenomenon, and the *for*-phrase identifies the Senser who ex-

periences it. Thus, the constructional analysis refines Francis et al.'s (1998) semantic grouping by showing that these adjectives realise evaluation through a shared Phenomenon–Senser structure.

The Phenomenon + Hinge + Appreciation + Reason construction includes all adjectives from the 'Famous' group. These adjectives evaluate the Target in terms of reputation, recognition, significance, or distinctiveness, while the *for*-phrase identifies the reason for that evaluation. For example, *wordlists are notorious for including bizarre mis-spellings* presents wordlists as negatively known because of their spelling errors, while *the poem is remarkable for its modern point of view* presents *the poem* as distinctive because of its modern point of view. The constructional analysis, therefore, broadly supports Francis et al.'s (1998) semantic grouping, but adds that these adjectives also share the same clause function: the Target functions as Phenomenon, and the *for*-phrase specifies the Reason.

The Actor + Hinge + Appreciation + Affected construction includes 11 of the 31 adjectives from the 'Good' group. These adjectives differ lexically, but they share the same clause function: the Target is construed as producing a positive or negative effect on the participant introduced by *for*. Thus, the Target functions as Actor, while the *for*-phrase identifies the Affected participant. This construction groups together adjectives such as *damaging, dangerous, bad, disastrous, healthy, fatal, catastrophic, costly, lethal, unhealthy,* and *problematic*, all of which evaluate the Target in terms of its consequence for another participant. The constructional analysis, therefore, supports Francis et al.'s (1998) semantic grouping by showing that these adjectives share the same underlying Actor–Affected structure.

The Carrier + Hinge + Appreciation + Beneficiary construction draws on adjectives from four of Francis et al.'s (1998) groups: 'Good', 'Useful', 'Suitable', and 'Vital'. These adjectives express different meanings, such as benefit, usefulness, suitability, and importance. However, when the *for*-phrase introduces a person or group, they share the same construction: the Target is assigned value with respect to the Beneficiary. Thus, the constructional analysis shows that adjectives from different semantic groups can converge in the same Carrier–Beneficiary structure.

Lastly, the Means + Hinge + Appreciation + Purpose construction cuts across two of Francis et al.'s (1998) meaning groups: 'Useful' and 'Suitable'. The 'Useful' group includes adjectives such as *usable*, *useful*, *valuable*, *handy*, *invaluable*, *practical*, *useless*, *efficient*, and *unusable*, which evaluate whether the Target can serve as a means for the Purpose introduced by *for*. The 'Suitable' group includes adjectives such as *fine*, *acceptable*, *brilliant*, *ideal*, *apt*, *excellent*, *perfect*, *fit*, *inappropriate*, *suitable*, *unfit*, *unsuitable*, *marvellous*, and *great*, which evaluate how well the Target fits the specified Purpose. Thus, while Francis et

al.'s (1998) groups distinguish usefulness from suitability, the constructional analysis shows that both meanings are functionally related: in both cases, the Target is evaluated as a resource in relation to a Purpose. The difference lies in the type of value assigned to the Target: 'Useful' adjectives emphasise utility or effectiveness, whereas 'Suitable' adjectives emphasise fit or appropriateness.

4.9.6 Locating the constructions within Appreciation subcategories

The **ADJ *for* n** pattern proposes seven constructions. These constructions are located within two Appreciation subcategories defined by Martin and White (2005): Reaction: Impact 'Does it grab me?', Quality: 'Do I like it?', and Valuation: 'Is it worthwhile?'. Each subcategory is discussed separately below.

4.9.6.1 Reaction: Phenomenon–Senser Construction

In the Phenomenon + Hinge + Appreciation + Senser construction, adjectives such as *enthralling*, *exciting*, *frustrating*, *irritating*, *noticeable, satisfying*, *stressful*, *sweet*, *unpleasant*, and *worrying* present the Target as something experienced by a Senser. The *for*-phrase identifies the participant who responds to the Target. This construction is therefore associated with Reaction. Some adjectives, such as *enthralling*, *exciting*, *frustrating*, *noticeable*, *stressful*, and *worrying*, point to Impact, as in Table 4.68, while others, such as *pleasant*, *unpleasant*, *sweet*, and *satisfying*, point to Quality, as in Table 4.69.

Table 4.68. Phenomenon + Hinge + Appreciation**:** Reaction: Impact + Senser

Target	**Hinge**	**Evaluation**	**Specifier**
Phenomenon	**Hinge**	**Appreciation Reaction: Impact**	**Senser**
Such arrangements	can be	frustrating	for salespeople and buyers alike.
The trend	will be	particularly noticeable	for women.

Table 4.69. Phenomenon + Hinge + Appreciation**:** Reaction: Quality + Senser

Target	**Hinge**	**Evaluation**	**Specifier**
Phenomenon	**Hinge**	**Appreciation Reaction: Quality**	**Senser**
This type of care	is	very unpleasant	for patient.

The news	was also	sweet	for Paisley.

4.9.6.2 Valuation: Six Constructions

In the **ADJ *for* n** pattern, several constructions are located within Valuation, as shown in Tables 4.70–4.75. These constructions evaluate the Target in terms of practical value, requirement, suitability, importance, harm, reputation, or distinctiveness.

Tables 4.70 and 4.71 show the two requirement-based constructions: Requirement–Requirer and Requirement–Purpose. In these constructions, the Target is evaluated according to whether it is required, necessary, sufficient, or optional for a person, group, activity, or outcome. Table 4.72 presents the Phenomenon–Reason construction, in which the *for*-phrase provides the reason that makes the Target known. This construction is included within Valuation because the evaluation concerns reputation or noteworthiness, not the Target's experiential effect on a Senser. Table 4.73 shows the Actor–Affected construction, where the Target is evaluated in terms of the negative effect it has on another participant. Table 4.74 presents the Carrier–Beneficiary construction, where the Target is assigned a value with respect to a person or group introduced by *for*. Finally, Table 4.75 shows the Means–Purpose construction, in which the Target is evaluated as a means of achieving or serving a particular purpose.

Table 4.70. Requirement + Hinge + Appreciation: Valuation + Requirer

Target	**Hinge**	**Evaluation**	**Specifier**
Requirement	**Hinge**	**Appreciation: Valuation**	**Requirer**
Subjects	were	compulsory	for all pupils. (ASY 288)
The course	is	optional	for most students. (CG9 447)

Table 4.71. Requirement + Hinge + Appreciation: Valuation + Purpose

Target	**Hinge**	**Evaluation**	**Specifier**
Requirement	**Hinge**	**Appreciation: Valuation**	**Purpose**
These two sciences	are not	obligatory	for entrance.
The one-piece suit	is not	mandatory	for powder skiing.

Table 4.72. Phenomenon + Hinge + Appreciation: Valuation + Reason

Target	**Hinge**	**Evaluation**	**Specifier**
Phenomenon	**Hinge**	**Appreciation Valuation**	**Reason**
Wordlists	are	notorious	for including bizarre mis-spellings.
The remote little town of Grottaglie	is	famed	for rustic pottery and the craftsmen welcome on-lookers.

Table 4.73. Actor + Hinge + Appreciation: Valuation + Affected

Target	**Hinge**	**Evaluation**	**Specifier**
Actor	**Hinge**	**Appreciation: Valuation**	**Affected**
Dieting	can be	bad	for the body and the mind.
Some rumours	can be	very damaging	for businesses.

Table 4.74. Carrier + Hinge + Appreciation**:** Valuation + Beneficiary

Target	**Hinge**	**Evaluation**	**Specifier**
Carrier	**Hinge**	**Appreciation: Valuation**	**Beneficiary**
STACK membership	is	advantageous	for the individual stunt flyer.
A brief resume	may be	beneficial	for some readers.

Table 4.75. Means + Hinge + Appreciation: Valuation + Purpose

Target	**Hinge**	**Evaluation**	**Specifier**
Means	**Hinge**	**Appreciation: Valuation**	**Purpose**
Wrist and ankle weights	are	useful	for power training.
Marine beacons	have become	usable	for aircraft.

4.9.7 Summary

To sum up, the analysis of **ADJ *for* n** identified 85 adjectives, distributed across two Appreciation subcategories: Reaction and Valuation. Valuation accounts for the majority of cases. The adjectives correspond to six of Francis et al.'s (1998) meaning groups: 'Good', 'Suitable', 'Compulsory', 'Famous', 'Useful', and 'Vital'.

The analysis also identified several constructions, distinguished by the underlying meaning between the Target, the evaluation, and the Specifier. The Target may be construed as Carrier, Actor, Means, or Phenomenon. Correspondingly, the *for*-phrase contributes to roles such as Senser, Affected, Beneficiary, Requirer, Purpose, and Reason. This accounts for the range of evaluative meanings found in the **ADJ *for* n** pattern.

The comparison with Francis et al.'s (1998) meaning groups shows that lexical meaning alone does not fully explain the behaviour of the pattern. Adjectives from different meaning groups may share the same construction when the *for*-phrase performs the same function. For example, adjectives from the 'Good', 'Useful', 'Suitable', and 'Vital' groups can occur in the Carrier–Beneficiary construction when the *for*-phrase introduces a person or group for whom the Target has value. Conversely, adjectives from the same Francis et al.'s (1998) meaning group may enter different constructions, depending on whether the *for*-phrase identifies a Senser, Beneficiary, Affected participant, Purpose, or Reason. The constructional analysis therefore extends Francis et al.'s (1998) description by showing how adjective meaning interacts with participant roles and transitivity structure.

In terms of Appreciation, **ADJ *for* n** is mainly associated with Valuation, with a smaller set of Reaction examples. Reaction occurs when the Target is experienced by a Senser, as in *pleasant for the prey animal* or *worrying for dementia sufferers*. Valuation occurs when the Target is assessed in terms of value, usefulness, suitability, necessity, harm, reputation, or purpose.

4.10 Chapter summary

This chapter has analysed the first eight adjective–preposition patterns selected for the present study. The next chapter continues the analysis by examining the remaining eight patterns.

5 ANALYSIS: ADJECTIVE–PREPOSITION PATTERNS II

5.1 Introduction

This chapter continues the presentation of the analysis of adjective complementation patterns retrieved from the BNC. Building on the previous chapter, it examines how further adjective patterns express evaluative meanings within the system of Appreciation in the Appraisal framework (Martin & White, 2005).

The chapter analyses the patterns **ADJ *from* n**, **ADJ *in* n**, **ADJ *of* n**, **ADJ *on* n**, **ADJ *over* n**, **ADJ *to* n**, and **ADJ *towards*/*toward* n** and **ADJ *with* n**. Each section examines one pattern in turn, identifying the adjectives associated with it, the meaning groups they realise, and the constructions they form. These constructions are compared with the meaning groups proposed by Francis et al. (1998) in order to show areas of overlap and difference.

The analysis also classifies the constructions within the relevant subcategories of Appreciation: **Reaction**, **Composition**, and **Valuation**. In doing so, the chapter shows how different grammatical patterns contribute to the expression of evaluative meaning. Each section ends with a brief summary of the main findings.

5.2 ADJ *from* n

Among the adjective patterns that are followed by a preposition is **ADJ *from* n,** described by Francis et al. (1998: 441–444). In this pattern, the adjective is followed by a complement that consists of a prepositional phrase starting with *from* and a noun group. For example:

Table 5.1. Adjectives occurring in **ADJ *from* n**

	adjective	***from***	**noun group**
This conflict is	apparent	*from*	the earliest case reports
A bribe is	different	*from*	a reward

The **ADJ *from* n** pattern includes 96 adjectives in Francis et al.'s (1998: 441–444) account, distributed across eight semantic groupings, with a further miscellaneous group containing 8 adjectives. Table 5.2 presents the eight meaning groups with examples.

Table 5.2. Francis et al.'s (1998) meaning groups for **ADJ *from* n**

	Meaning group in Francis et al. (1998)	**Examples from Francis et al. (1998)**	**No.**	**Meaning group in Francis et al. (1998)**	**Examples from Francis et al. (1998)**
1	'Absent' Group	*distanced, missing*	5	'Safe' Group	*immune, unprotected*
2	'Different' Group	*distinct, unchanged*	6	'Accessible' Group	*accessible, visible*
3	'Indistinguishable' Group	*detachable, inseparable*	7	'Dead' Group	*ill, weak*
4	'Apparent' Group	*apparent, familiar*	8	'Dirty' Group	*damp, shiny*

The following section presents the BNC evidence and explains the diagnostic screening of examples relevant to Appreciation. Following Francis et al.'s (1998) analytical procedure, the BNC examples relevant to Appreciation are then organised into semantic groups. Francis et al.'s (1998) original groupings are used where appropriate, while additional adjectives are added to existing groups or placed in new groups when required by the data.

5.2.1 Corpus evidence and diagnostic screening for ADJ *from* n

The search returned 16,222 instances. Of the 633 adjectives occurring more than once in the corpus, 25 were retained for detailed analysis, as they passed the diagnostic tests for **ADJ *from* n** and realise meanings associated with Appreciation.

As for the diagnostic tests, the 25 adjectives were retained because the *from*-phrase forms part of the **ADJ *from* n** pattern. In their examples, the *from*-phrase specifies the relation in which the adjective applies. This can be shown through *wh*-questioning: *What is the cooperative production approach dissimilar from? What is the conceptual scheme inseparable from? What are the ideas recognisable from? What are PC games not safe from?* These questions show that the from-phrase is selected by the adjective rather than functioning as a loose circumstance. These adjectives are presented in Table 5.3, ranked by frequency.

Table 5.3. Distribution of BNC adjectives realising Appreciation in **ADJ *from* n**

	Adjective	**No. of occurrences**		**Adjective**	**No. of occurrences**
1	*different*	3273	14	*distinguishable*	90
2	*distinct*	637	15	*independent*	43
3	*clear*	545	16	*familiar*	40

4	*absent*	336	17	*dissimilar*	36
5	*separate*	229	18	*secure*	22
6	*free*	200	19	*autonomous*	13
7	*safe*	191	20	*detachable*	6
8	*indistinguisha-ble*	187	21	*discernible*	3
9	*evident*	182	22	*indivisible*	3
10	*immune*	142	23	*inextricable*	3
11	*apparent*	137	24	*observable*	3
12	*inseparable*	118	25	*recognisable*	2
13	*obvious*	106			

5.2.2 'ADJ *from* n' pattern and Appreciation subcategories

Adjectives occurring in **ADJ *from* n** are distributed across two Appreciation subcategories: Composition and Valuation. None of the examples clearly belongs to Reaction, since the evaluation is not concerned with the Target's emotional or perceptual impact on an experiencer. Table 5.4 shows the distribution across the three subcategories.

Table 5.4. Distribution of adjectives in **ADJ *from* n** across Appreciation subcategories

ADJ *from* n					
Reaction		**Composition**		**Valuation**	
No.	0	No.	21	No.	4
-		*absent, apparent, autonomous, clear, detachable, different, discernible, dissimilar, distinct, distinguishable, evident, familiar, independent, indistinguishable, indivisible, inextricable, inseparable, observable, obvious, recognisable, separate*		*free, immune, safe, secure*	

Within this distribution, 21 adjectives are located within Composition. Eight adjectives: *apparent, clear, discernible, evident, familiar, obvious, observable*, and *recognisable,* are located specifically within Complexity. This classification is based on Martin and White's probe 'Is it easy to follow?', understood here as: 'Is the evaluated entity easy to recognise, perceive, or understand?' This is illustrated in Examples 5.1–5.4:

5.1. *This conflict is* ***apparent from the earliest case reports***. (J6Y 1341)

5.2. *Interest in prevention of the break-up of families was* ***discernible from the inception of the child care service***. (FS6 169)

5.3. *Significant decreases in mortality from heart disease and respiratory diseases are also* ***observable from these data***. (ECE 580)

5.4. *The understanding that technical proficiency is a step on the path…is* ***obvious from Gordon's photos***. (ECH 1033)

The remaining 14 adjectives are located within Composition: Balance. These are *absent, autonomous, detachable, different, dissimilar, distinct, distinguishable, independent, indistinguishable, indivisible, inextricable, inseparable,* and *separate*. The Balance adjectives evaluate the relation between two entities, especially whether they are linked, dependent, distinct, or separable. This corresponds to Martin and White's probe 'Is it balanced?', adapted here as: 'Are the two entities linked, dependent, or separable?' This is illustrated in Examples 5.5–5.8:

5.5. *A bribe is* ***different from a reward***. (CGS 2445)

5.6. *...wealth and position were* ***indivisible from a commitment to the social good***. (FAE 377)

5.7. *…the payment mechanism… should be* ***independent from the underlying sales contract***. (AMH 370)

5.8. *The technology of military aircraft is* ***distinct from the civilian variety***. (HSF 1953)

Finally, four adjectives: *free*, *immune*, *safe*, and *secure*, are located within Valuation. They assess the value of entities based on their safety, protection, or freedom. This adapts Martin and White's probe 'Was it worthwhile?' to the more specific question: 'Is the evaluated entity safe, protected, or free from the entity introduced by the *from*-phrase?' For example:

5.9. *…this approach…is* ***not free from difficulties.*** (GVG 803)

5.10. *Real diamonds…are* ***immune from water***. (CAM 1572)

5.11. *PC games aren't* ***safe from the influence of the anoraked hordes***. (FT8 3191)

5.12 *…its instinct is to make its meal* ***secure from rivals and scavengers***. (CK2 366)

5.2.3 Aligning BNC adjectives with Francis et al.'s (1998) meaning groups

As with earlier patterns, the adjectives were organised into meaning groups following Francis et al. (1998), with minor refinements where appropriate. Of the 25 adjectives identified, 17 corresponded to adjectives listed in Francis (1998: 441–444), while eight did not fit any of the nine established groups. Two adjectives (*absent* and *independent*) were assigned to Group 1 (the 'Absent' group). Three adjectives (*different, distinct,* and *separate*) aligned

with Group 2 (the 'Different' group), and five adjectives (*detachable, indivisible, distinguishable, indistinguishable,* and *inseparable*) were assigned to Group 3 (the 'Indistinguishable' group). A further three (*apparent, evident,* and *familiar*) fell within Group 4 (the 'Apparent' group). Finally, four adjectives (*free, immune, safe,* and *secure*) were classified under Group 5 (the 'Safe' group).

The remaining eight adjectives were distributed across the five groups in different ways. *Autonomous* was added to the 'Absent' group because it reflects its meaning of independence, alongside *absent* and *independent*. *Dissimilar* was assigned to the 'Different' group because, like *different* and *distinct*, it expresses contrast between entities. *Inextricable* was incorporated into the 'Indistinguishable' group, and five adjectives: *clear*, *discernible*, *obvious*, *observable*, and *recognisable*, were added to the 'Apparent' group. Consequently, five meaning groups are identified for this pattern, as presented below:

1) The 'Absent' Group

As Francis et al. (1998: 441) note, this group includes adjectives that "indicate that one thing is separate from another thing". These are *absent, autonomous,* and *independent* (see Example 5.7). For example:

5.13. *...reefs are* ***absent from cold current shorelines****.* (GV0 694)

5.14. *The field of artistic production is, like other fields, relatively* ***autonomous from the social field***. (GW4 1361)

2) The 'Different' Group

According to Francis et al. (1998: 441), adjectives in this group denote that "one thing is different from another one". These are *different* (see Example 5.5)*, dissimilar, distinct,* and *separate.* For example:

5.15. *…the cooperative production approach is* ***dissimilar from orthodox business methods***. (ALF 386)

5.16. *…such reviews were* ***separate from the financial compliance audits***. (FAV 1441)

3) The 'Indistinguishable' Group

Francis et al. (1998: 442) characterise this group as including adjectives that "indicate two things can or cannot be separated physically or can or cannot be recognised as different from each other." These are *detachable, distinguishable, indistinguishable, indivisible* (see Example 5.6)*, inextricable,* and *inseparable.* For example:

5.17. *…the real content of the revelation is in principle* ***detachable from the particular history.*** (CL6 272)

5.18. *Sensual love is* ***distinguishable from identification****.* (ECY 909)

5.19. *The colour of the filthy dress…was* ***indistinguishable from the deep brown of her skin***. (ASN 1270)

5.20. *His sad, excruciatingly well-behaved adolescence is* ***inextricable from the progress of a doomed friendship***. (AHA 1146)

5.21. *…our conceptual scheme is* ***inseparable from the idea of such particulars***. (FTV 1071)

4) 'Apparent' group

Francis et al. (1998: 442) define this group as including adjectives that "indicate that something is recognised to be true or that a thing can or cannot be identified." These are *apparent* (Example 5.1), *clear*, *discernible* (5.2), *evident, familiar*, *observable* (5.3), *obvious* (5.4), and *recognisable.* Examples:

5.22. *The Ulster Unionist position on that is* ***clear from our amendment****.* (HHX 13281)

5.23. *The dilemma is* ***evident from the example given in the preceding paragraph***. (GU6 707)

5.24. *Diagrams illustrating this are* ***familiar from books on optics****.* (ABM 1370)

5.25. *Some of the ideas incorporated in these theories are clearly* ***recognisable from psychoanalytic formulations****.* (J14 75)

5) 'Safe' group

According to Francis (1998: 442), this group comprises adjectives that "indicate that a thing is or is not safe from harm." These are *safe, free, secure,* and *immune* (see examples 5.9–5.12 above).

5.2.4 From 'ADJ *from* n' to constructions

The 25 adjectives of Appreciation identified can be analysed in terms of four core components: the Target, which is the entity being evaluated; the Hinge, the Evaluation, realised by the adjective; and the Specifier, realised by the *from*-complement. At the surface level, this configuration is consistent across all examples of the **ADJ *from* n** pattern.

A closer analysis, however, reveals systematic differences in how the Target and Specifier are related. These differences motivate a distinction between several underlying constructions. These include Carrier–Comparator relations, Carrier–Source relations, Phenomenon–Evidence relations, and Affected–Threat relations. Accordingly, **ADJ *from* n** is treated here as a set of distinct constructions, each analysed separately in the sections that follow using probe tests.

5.2.4.1 Carrier–Comparator Construction

In examples of this construction, the Target functions as the Carrier at the underlying level of transitivity, as differing is a relational process that describes an attribute of a participant (Halliday and Matthiessen, 2014: 267–268). Adjectives such as *different*, *dissimilar*, *distinguishable*, *distinct*, and *indistinguishable* construe relations of difference. When something is evaluated as *different* or *distinct*, it is being construed in relation to something else. The *from*-phrase, therefore, introduces the Comparator against which the Carrier is assessed. This supports analysing these instances as Carrier–Comparator constructions, where the evaluation depends on a comparison between two entities. These clauses can be tested using the following diagnostic paraphrase:

X (Target: Carrier) differs in comparison with Y (Specifier: Comparator).

For example:

- *…the cooperative production approach is dissimilar from orthodox business methods*.

Underlying transitivity roles:

- The cooperative production approach (**Target: Carrier**) differs in comparison with orthodox business methods. (**Specifier: Comparator**).

In this example, *the cooperative production approach* functions as the Carrier, and *orthodox business methods* functions as the Comparator. The same analysis can be applied to all instances in Table 5.5.

Table 5.5. Analysis 1: Carrier + Hinge + Appreciation + Comparator

Target	**Hinge**	**Evaluation**	**Specifier**
Carrier		**Appreciation**	**Comparator**
The cooperative production approach	is	dissimilar	from orthodox business methods
Sensual love	is	distinguishable	from identification

The colour of the filthy dress	was	indistinguishable	from the deep brown of her skin
The technology of military aircraft	is	distinct	from the civilian variety
A bribe	is	different	from a reward

5.2.4.2 Carrier–Source Construction

Here, the examples realise Carrier–Source constructions at the level of transitivity because the clause assigns it a relational property, such as being *inseparable*, *detachable*, and so on (Halliday and Matthiessen, 2014: 267–268). The Target functions as the Carrier, while adjectives such as *inextricable, indivisible, inseparable, detachable, autonomous, independent, separate,* and *absent* construe meanings of separation, independence, or exclusion. Although some adjectives in this group are historically related to verbal participles, in these clauses they function as ordinary adjectives rather than as passive verb forms and assign a relational property to the Target. The evaluation centres on the possibility or degree of detachment between them. The *from*-phrase, therefore, introduces the Source, and the evaluation depends on whether the Carrier can or cannot be separated from that Source. This can be tested using the diagnostic paraphrase:

X (Target: Carrier) can(not) be considered separately with respect to Y (Specifier: Source).

For example:

- *Our conceptual scheme is inseparable from the idea of such particulars*.

Underlying transitivity roles:

- Our conceptual scheme **(Target: Carrier)** cannot be considered separately with respect to the idea of such particulars (**Specifier: Source**).

In this example, *our conceptual scheme* functions as the Carrier, and *the idea of such particulars* functions as the Source. The evaluation, therefore, depends on whether the Carrier can (or cannot) be separated from the Source.

This construction is closely related to the preceding Carrier–Comparator construction. However, the difference lies in the type of relation foregrounded. The Carrier–Comparator construction is concerned with similarity and difference, as in *different from* or *dissimilar from*. By contrast, the Carrier–Source construction is concerned with whether two entities

can be separated or considered independently. In this sense, the former compares two entities, while the latter treats them as entities that may need to be considered together. The same analysis applies to the instances in Table 5.6.

Table 5.6. Analysis 2: Carrier + Hinge + Appreciation + Source

Target	**Hinge**	**Evaluation**	**Specifier**
Carrier		**Appreciation**	**Source**
His sad, excruciatingly well-behaved adolescence	is	inextricable	from the progress of a doomed friendship
Wealth and position	were	indivisible	from a commitment to the social good
Our conceptual scheme	is	inseparable	from the idea of such particulars
The real content of the revelation	is	detachable	from the particular history
The field of artistic production	is	relatively autonomous	from the social field
The payment mechanism	should be	independent	from the underlying sales contract
Such reviews	were	separate	from the financial compliance audits
Reefs	are	absent	from cold current shorelines

5.2.4.3 Phenomenon–Evidence Construction

In this construction, the pattern realises a Phenomenon-Evidence relation. The Target functions as Phenomenon, since it is the entity that can be recognised. Adjectives such as *recognisable, observable, discernible, familiar, obvious, apparent, evident,* and *clear* indicate that this recognisability is easy, while the *from*-phrase introduces the Evidence that supports it. The underlying meaning can be captured by the following diagnostic paraphrase:

People can easily recognise X (Target: Phenomenon) on the basis of Y (Specifier: Evidence).

For example:

- *Some of the ideas incorporated in these theories are clearly recognisable from psychoanalytic formulations*.

Underlying transitivity roles:

- People can easily recognise some of the ideas incorporated in these theories **(Target: Phenomenon)** on the basis of psychoanalytic formulations (**Specifier: Evidence**).

In this example, *some of the ideas incorporated in these theories* functions as the Phenomenon, and *psychoanalytic formulations* functions as the Evidence. The evaluation depends on whether the Phenomenon can be easily recognised on the basis of that evidence. The same analysis can be applied to all instances in Table 5.7.

Table 5.7. Analysis 3: Phenomenon + Hinge + Appreciation + Evidence

Target	**Hinge**	**Evaluation**	**Specifier**
Phenomenon	**Hinge**	**Appreciation**	**Evidence**
Some of the ideas incorporated in these theories	are	recognisable	from psychoanalytic formulations
Significant decreases in mortality from heart disease and respiratory diseases	are	observable	from these data
The original floor plan	is	easily discernible	from the remaining foundations
Diagrams illustrating this	are	familiar	from books on optics
The improvement in the crystalline organization	is	obvious	from examination of the resulting fusion curves in figure 11.2
This conflict	is	apparent	from the earliest case reports
The dilemma	is	evident	from the example given in the preceding paragraph
The Ulster Unionist position on that	is	clear	from our amendment

5.2.4.4 Affected–Threat Construction

In this type of clause, the construction indicates that the Target is affected or not in relation to a possible element of harm. The Target is analysed as Affected because the evaluation concerns its exposure to possible negative influence. It is not analysed as Goal, since it is not the entity being achieved, obtained, or attained as the endpoint of a process. Rather, it is the entity that may be negatively affected by the participant or condition introduced by the *from*-phrase. The *from*-phrase introduces the Threat, a more specific label which identifies the possible harm or influence. Adjectives such as *safe*, *secure*, *free*, and *immune* indicate whether the Target is protected from that Threat. The meaning can be summarised as:

Y (Specifier: Threat) can/cannot negatively affect X (Target: Affected).

For example:

- *…PC games aren't safe from the influence of the anoraked hordes*.

Underlying transitivity roles:

- The influence of the anoraked hordes (**Specifier: Threat**) can negatively affect PC games (**Target: Affected**).

In this example, *PC games* functions as Affected, and *the influence of the anoraked hordes* functions as Threat. The evaluation, therefore, depends on whether the Affected is protected from a potentially harmful influence labelled as the Threat. This use of Affected and Threat follows the definitions introduced in Section 3.6. This analysis can be applied to all instances in Table 5.8.

Table 5.8. Analysis 4: Affected + Hinge + Appreciation + Threat

Target	**Hinge**	**Evaluation**	**Specifier**
Affected	**Hinge**	**Appreciation**	**Threat**
PC games	aren't	safe	from the influence of the anoraked hordes
Its meal	-	secure	from rivals and scavengers
This approach	is not	free	from difficulties
His imagination	was not	immune	from this contagion

5.2.5 Comparing the constructions with Francis et al.'s (1998) meaning groups

Comparing the constructions with Francis et al.'s (1998) meaning groups shows that some groups map neatly onto a single construction, while others are distributed across multiple constructions. The 'Safe' meaning group aligns consistently with the Affected + Hinge + Appreciation + Threat construction, and the 'Apparent' meaning group aligns with the Phenomenon + Hinge + Appreciation + Evidence construction. This suggests a close mapping between these lexical groupings and the underlying transitivity structures.

In contrast, the 'Indistinguishable' and 'Different' meaning groups are split across constructions. Some adjectives realise the Carrier + Hinge + Appreciation + Comparator construction, while others align with either the Carrier + Hinge + Appreciation + Source or the Phenomenon + Hinge + Appreciation + Evidence construction. Similarly, adjectives in the 'Absent' group align within the Carrier + Hinge + Appreciation + Source construction.

These patterns show that some of Francis et al.'s (1998) meaning groups are constructionally coherent. Others, however, include adjectives that realise different underlying relations. This only becomes visible through a transitivity-oriented analysis.

5.2.6 Aligning constructions with Appreciation subcategories

As discussed earlier, the **ADJ *from* n** pattern gives rise to four constructions that express Appreciation. These constructions align with different Appreciation subcategories as defined by Martin and White (2005). The classification is based on Appraisal probes, but these probes are adapted to the specific adjective–preposition pattern. In the present data, the relevant subcategories are Composition: Complexity 'Is it easy to follow?', Composition: Balance 'Is it balanced?', and Valuation 'Is it worthwhile?' Reaction is not identified.

5.2.6.1 Composition: Complexity and the Phenomenon-Evidence Construction

Within **ADJ *from* n**, the Phenomenon + Hinge + Appreciation + Evidence construction is located within Composition: Complexity, answering Martin and White's probe, 'Is it easy to follow?'. This construction includes adjectives such as *recognisable, observable, discernible, familiar, obvious, apparent, evident,* and *clear*. These adjectives do not evaluate whether the Target affects a Senser. Rather, they indicate that the Target can be recognised from the Evidence introduced by the *from*-phrase. This is illustrated in Table 5.9.

Table 5.9. Phenomenon + Hinge + Appreciation: Composition: Complexity + Evidence

Target	**Hinge**	**Evaluation**	**Specifier**
Phenomenon	**Hinge**	**Appreciation: Composition: Complexity**	**Evidence**
Some of the ideas incorporated in these theories	are	recognisable	from psychoanalytic formulations
The dilemma	is	evident	from the example given in the preceding paragraph

5.2.6.2 Composition: Balance and the Carrier–Comparator/Carrier–Source Construction

Also within **ADJ *from* n**, Composition: Balance is associated with two related constructions. The first is Carrier + Hinge + Appreciation + Comparator, where the evaluation depends on comparison, as shown in Table 5.10. The second is Carrier + Hinge + Appreciation + Source,

in which the evaluation depends on whether the elements can be separated or remain independent, as shown in Table 5.11. Both constructions align with Composition: Balance because the adjectives evaluate how elements are related or organised in relation to one another, by addressing the probe 'Is it balanced?'

Table 5.10. Carrier + Hinge + Appreciation: Composition: Balance + Comparator

Target	**Hinge**	**Evaluation**	**Specifier**
Carrier	**Hinge**	**Appreciation: Composition: Balance**	**Comparator**
The colour of the filthy dress	was	indistinguishable	from the deep brown of her skin
The field of artistic production	is	relatively autonomous	from the social field

Table 5.11. Carrier + Hinge + Appreciation: Composition: Balance + Source

Target	**Hinge**	**Evaluation**	**Specifier**
Carrier	**Hinge**	**Appreciation: Composition: Balance**	**Source**
Such reviews	were	separate	from the financial compliance audits
Reefs	are	absent	from cold current shorelines

5.2.6.3 Valuation and the Affected–Threat Construction

The Affected + Hinge + Appreciation + Threat is located within Valuation, addressing Martin and White's (2005) probe 'Is it worthwhile?' Adjectives such as *safe, secure, free,* and *immune* evaluate whether the Target is safe or at risk from a potential source of harm. The *from*-phrase introduces the Threat that may negatively affect the Target. This is illustrated in Table 5.12.

Table 5.12. Affected + Hinge + Appreciation: Valuation + Threat

Target	**Hinge**	**Evaluation**	**Specifier**
Affected	**Hinge**	**Appreciation: Valuation**	**Threat**
PC games	aren't	safe	from the influence of the anoraked hordes
Its meal	-	secure	from rivals and scavengers

5.2.7 Summary

The **ADJ *from* n** pattern occurs widely in the BNC, but only 25 adjectives are relevant to Appreciation. The analysis identifies four underlying constructions. Two are located within Composition: Balance: Carrier + Hinge + Appreciation + Comparator, where the *from*-phrase introduces the entity used for comparison, and Carrier + Hinge + Appreciation + Source, where it introduces the entity in relation to which separability or dependence is assessed. A third construction, Phenomenon + Hinge + Appreciation + Evidence, is located within Composition: Complexity, since the *from*-phrase provides the basis for perceiving or inferring the Target. The fourth, Affected + Hinge + Appreciation + Threat, is located within Valuation, since the *from*-phrase introduces a potential source of harm.

These distinctions show that Francis et al.'s (1998) meaning groups vary in constructional coherence. Some correspond closely to a single construction: for example, adjectives in the 'Absent' group align with Carrier–Source, while adjectives such as *safe, secure, free,* and *immune* align with Affected–Threat. Others split across different underlying meanings. For instance, adjectives in the 'Different' group may realise Carrier–Comparator when they express comparison, as in *different from* or *dissimilar from*, while adjectives concerned with separability, such as *separate from*, align with Carrier–Source. The next section analyses **ADJ *in* n**.

5.3 ADJ *in* n

ADJ *in* n is also one of the patterns available in Francis et al. (1998: 444–451). In this pattern, the adjective is followed by a prepositional phrase starting with *in* and a noun group or an '-ing' clause. For example:

Table 5.13. Adjectives occurring in **ADJ *in* n**

	adjective	***in***	**noun group/-ing clause**
The commitment was	apparent	*in*	his every move
Toys are	beneficial	*in*	establishing the bond between you and the dog

Francis et al. (1998: 445–451) list 158 adjectives associated with this pattern. These are distributed across 19 meaning groups, with a further miscellaneous group containing six adjectives. Table 5.14 presents the meaning groups with examples.

Table 5.14. Francis et al.'s (1998) meaning groups for **ADJ *in* n**

	Meaning group in Francis et al. (1998)	**Examples from Francis et al. (1998)**	**No.**	**Meaning group in Francis et al. (1998)**	**Examples from Francis et al. (1998)**
1	'Involved' Group	*absorbed, locked*	11	'Apparent' Group	*apparent, evident*
2	'Adamant' Group	*firm, resolute*	12	'Slow' Group	*quick, slow*
3	'Assiduous' Group	*relentless, ruthless*	13	'Helpful' Group	*beneficial, useless*
4	'Lacking' Group	*deficient, wanting*	14	'Important' Group	*crucial, vital*
5	'Inherent' Group	*implicit, inherent*	15	'Comparable' Group	*compatible, similar*
6	'Awash' Group	*awash, rich*	16	'Careful' Group	*cautious, negligent*
7	'Fluent' Group	*skillful, unskilled*	17	'Successful' Group	*effective, unsuccessful*
8	'Clothed' Group	*dressed, shod*	18	'Right' Group	*correct, wrong*
9	'Plastered' Group	*banded, smothered*	19	'Lucky' Group	*fortunate, unlucky*
10	'Safe' Group	*comfortable, nervous*			

5.3.1 Corpus evidence and diagnostic screening for ADJ *in* n

The query for the pattern **ADJ *in* n** returned 61,091 hits in the BNC. Using the 'frequency breakdown' feature, I found 1,493 adjectives occurring at least twice. Among these, the analysis identified 21 adjectives that met the selection criteria.

All examples pass the *wh*-questioning test. The dependency test is strongest where the *in*-phrase specifies respect or activity, as in *different in kind*, *comparable in quality*, *useful in helping*, and *crucial in communicating*. In examples such as *apparent in his every move*, *obvious in his relationships*, *evident in people's everyday lives*, and *clear in this view*, the adjective can occur without the *in*-phrase, but the phrase still specifies the evidence in which the evaluation holds. These examples are therefore retained. Table 5.15 lists the adjectives from most to least frequent.

Table 5.15. Distribution of BNC adjectives realising Appreciation in **ADJ *in* n**

	Adjective	No. of occurrences		Adjective	No. of occurrences
1	*important*	1483	12	*obvious*	118
2	*different*	666	13	*identical*	87
3	*useful*	655	14	*invaluable*	78
4	*effective*	565	15	*critical*	69
5	*evident*	556	16	*comparable*	66
6	*similar*	552	17	*ineffective*	58
7	*clear*	465	18	*beneficial*	50
8	*apparent*	436	19	*useless*	41
9	*helpful*	277	20	*unimportant*	21
10	*crucial*	171	21	*compatible*	11
11	*valuable*	133			

5.3.2 'ADJ *in* n' pattern and Appreciation subcategories

This section examines the **ADJ *in* n** pattern in relation to the Appreciation system. Drawing on Martin and White's (2005) framework, it shows that adjectives occurring in this pattern realise Composition and Valuation. These adjectives are listed in Table 5.16.

Table 5.16. Distribution of adjectives in **ADJ *in* n** across Appreciation subcategories

ADJ *in* n					
Reaction		**Composition**		**Valuation**	
No.	0	No.	9	No.	12
-		*apparent, clear, comparable, compatible, evident, different, identical, obvious, similar*		*beneficial, critical, crucial, effective, helpful, important, ineffective, invaluable, unimportant, useful, useless, valuable*	

Analysis of this distribution shows that four adjectives, *apparent, evident, obvious,* and *clear*, are located within Composition: Complexity. This classification is based on Martin and White's probe 'Is it easy to follow?', adapted here as: 'Is the Target easy to recognise?' For example:

5.26. *The commitment was **apparent in his every move**.* (BN9 208)

5.27. *This streak was **obvious in his relationships with Frank**.* (FS0 1168)

5.28. *The results were* ***evident in people's everyday lives****.* (FA0 323)

5.29. *The lack of base stacking at this step is* ***clear in this view****.* (CRM 1048)

Also, in this distribution, five adjectives, *comparable, compatible, identical, similar,* and *different*, are analysed as instances located within Appreciation, particularly Composition: Balance, by using Martin and White's probe 'Did it hang together?', understood here as: 'Did the entities relate to one another in terms of alignment or contrast?' For example:

5.30. *...the goods delivered are so* ***different in kind****...* (J7C 1164)

5.31. *...its wines are* ***comparable in quality****.* (C8M 812)

5.32. *SVQs and NVQs are* ***compatible in their essential features****...* (HBM 1506)

5.33. *Freshly reorganized files are* ***identical in performance****.* (FPG 1585)

5.34. *Most of these histories would be* ***similar in their large-scale features****.* (FYX 1782)

The 12 remaining adjectives express Appreciation, specifically Valuation, as identified using the probe 'Is it worthwhile?' understood here as: 'Is the entity useful or important?' The adjectives describe either how useful or effective something is (*beneficial, helpful, useful, effective, useless, ineffective*) or how important it is (*valuable, invaluable, important, unimportant, critical, crucial*). For example:

5.35. *Toys are* ***beneficial in establishing the bond between you and the dog****...* (CJE 221)

5.36. *A garden is* ***useful in helping the children to understand space comparisons and the seasons****. (*BNG 2119)

5.37. *Retailing and banking have been* ***very effective in attracting managers of this sort****.* (EAA 316)

5.38. *The fixing of dates was* ***critical in preventing over-exploitation****.* (AS4 464)

5.39. *Rising unemployment was* ***important in producing the reductions****...* (A6F 443)

5.3.3 Aligning BNC adjectives with Francis et al.'s (1998) meaning groups

Of the 21 adjectives identified, 19 match those listed in five of Francis et al.'s (1998: 441) meaning groups. Two further adjectives, *clear* and *unimportant*, do not appear in Francis et al.'s (1998) classification but were identified in the BNC. These were included in the analysis on semantic grounds, with *clear* assigned to the 'Apparent' group and *unimportant* to the 'Important' group. These groups are as follows:

1) The 'Apparent' Group

According to Francis et al. (1998: 441), adjectives in this group denote that "something can be deduced from something." Four examples were found in the BNC: *apparent*, *clear*, *evident*, and *obvious* (see Examples 5.26–5.29 above).

2) The 'Comparable' Group

Francis et al. (1998: 449) define this group as including adjectives that express that "two or more things are similar or different." These are *comparable*, *compatible, different*, *identical*, and *similar* (see Examples 5.30–5.34 above).

3) The 'Helpful' Group

Francis et al. (1998: 448–449) note that this group includes adjectives expressing whether something is "useful or useless in a specific area." Six examples of this type were found in the BNC: *beneficial* (Example 5.35)*, helpful, invaluable, useful* (Example 5.36)*, useless,* and *valuable.* For example:

5.40. *Antenatal classes can be extremely* ***helpful in explaining aspects of pregnancy****.* (FU1 1882)

5.41. *A garden is* ***useful in helping the children to understand space comparisons and the seasons***. (BNG 2119)

5.42. *…the report is…****useless in identifying individual objects***. (EBT 1655)

5.43. *Such an image was* ***valuable in maintaining confidence in Britain's wartime credit****.* (GT4 1304)

4) The 'Important' Group

Francis et al. (1998: 449) note that this group includes adjectives expressing that "something is important in a particular area." Four words, *critical* (Example 5.38), *crucial*, *important* (Example 5.39) and *unimportant*, were found in the BNC data. For example:

5.44. *…the analogy is* ***unimportant in mobilising habits of deference****.* (EAX 1061)

5.45. *The annual report and accounts are* ***crucial in communicating a company's image****.* (CBU 3046)

5) The 'Successful' Group

As Francis et al. (1998: 450) note, this group covers adjectives describing that "something is successful or unsuccessful." Two, *effective* (Example 5.37) and *ineffective*, appeared in the BNC data. For example:

5.46. *…stationary illumination of the retina is* ***rather ineffective in causing activity in the optic nerve***. (AE7 1398)

5.3.4 'ADJ *in* n' as constructions

As in the previous pattern, the 21 adjectives of Appreciation identified in this study can be analysed in terms of four core components: a Target, a Hinge, an Evaluation, and a Specifier. At a surface level, this configuration is shared by all instances of the **ADJ *in* n** pattern.

Closer inspection, however, shows that the relationship between the Target and the Specifier is not the same. Instead, the data display recurring relational patterns that motivate a distinction among different underlying constructions. These include, for example, Phenomenon–Evidence, Carrier–Comparator, Carrier–Result, and Means–Result relations. For this reason, **ADJ *in* n** is analysed here not as a single construction but as a family of related constructions, each examined separately in the following sections using probe-based analysis.

5.3.4.1 The Phenomenon–Locus Construction

In this construction, the underlying meaning expresses a situation in which something can be recognised within a particular context. The Target functions as the Phenomenon in a mental process that an implied observer can readily see (Halliday and Matthiessen, 2014: 249–251). Adjectives such as *apparent, clear, evident,* and *obvious* indicate that this recognisability is straightforward. The *in*-phrase introduces the Locus, that is, the context or site in which the Phenomenon becomes recognisable. This differs from the related **ADJ *from* n** pattern. In **ADJ *from* n**, the *from*-phrase more directly introduces Evidence. By contrast, in **ADJ *in* n**, the *in*-phrase usually identifies where the Phenomenon is visible. The diagnostic paraphrase is therefore:

People can easily recognise X (Target: Phenomenon) in the context of Y (Specifier: Locus).

For example:

- *The commitment was apparent in his every move.*

Underlying transitivity roles:

- People can easily recognise the commitment (**Target: Phenomenon**), in the context of his every move (**Specifier: Locus**).

In this example, *the commitment* functions as the Phenomenon in a mental process, and *his every move* functions as the Locus, that is, the context in which the commitment becomes visible. The same analysis can be applied to all instances in Table 5.17.

Table 5.17. Analysis 1: Phenomenon + Hinge + Appreciation + Locus

Target	**Hinge**	**Evaluation**	**Specifier**
Phenomenon	**Hinge**	**Appreciation**	**Locus**
The commitment	was	apparent	in his every move
This streak	was	obvious	in his relationships with Frank
The results	were	evident	in people's everyday lives
The lack of base stacking at this step	is	clear	in this view

5.3.4.2 The Carrier–Facet Construction

In these examples, the adjective compares the Carrier with other entities, although these other entities are usually implied rather than stated. The *in*-phrase shows the respect or dimension in which the comparison is made. For example, *different in kind* means different with respect to kind, while *similar in performance* means is not different with respect to performance. This dimension is labelled **Facet**. The construction can therefore be tested with the following paraphrase:

X (Target: Carrier) does not differ with respect to Y (Specifier: Facet).

- *The goods delivered are so different in kind*.

Underlying transitivity roles:

- The goods delivered (**Target: Carrier**) don't differ with respect to kind (**Specifier: Facet**).

In this example, *the goods delivered* function as the Carrier in a relational process, while the *in*-phrase introduces the Facet, by specifying the dimension *kind* along which comparison is made. The same analysis can be applied to all instances in Table 5.18.

Table 5.18. Analysis 2: Carrier + Hinge + Appreciation + Facet

Target	**Hinge**	**Evaluation**	**Specifier**
Carrier	**Hinge**	**Appreciation**	**Facet**
The goods delivered	are	so different	in kind
Its wines	are	comparable	in quality
SVQs and NVQs	are	compatible	in their essential features
Freshly reorganized files	are	identical	in performance
Most of these histories	would be	similar	in their large-scale features

5.3.4.3 The Carrier–Process Construction

In these clauses, the evaluation focuses on how well something works or how much something matters in a process. Adjectives such as *beneficial*, *helpful*, *useful*, *useless*, *effective*, and *ineffective* assess whether the Target helps or does not help in the process introduced by the *in*-phrase. Adjectives such as *critical*, *crucial*, *important*, *invaluable*, *unimportant*, and *valuable* assess whether the Target matters or does not matter in the process introduced by the *in*-phrase. This can be confirmed through a simple probe:

X (Target: Carrier) works well/badly in the process of Y (Specifier: Process).
For example:

- *Toys are beneficial in establishing the bond between you and the dog*.

Underlying transitivity roles:

- Toys (**Target: Carrier)** work well in the process of establishing the bond between you and the dog (**Specifier: Process**).

In this example, *toys* functions as the Carrier in a relational process because it is the entity that carries the evaluated quality expressed by *beneficial*. The clause does not present *toys* as doing an action; rather, it presents *toys* as having a positive value in the process introduced by the *in*-phrase, namely *establishing the bond between you and the dog* . Thus, the evaluation depends on whether the Carrier works well in the process introduced by the *in*-phrase. The same analysis can be applied to all instances in Table 5.19.

Table 5.19. Analysis 3: Carrier + Hinge + Appreciation + Process

Target	**Hinge**	**Evaluation**	**Specifier**
Carrier	**Hinge**	**Appreciation**	**Process**
Toys	are	beneficial	in establishing the bond between you and the dog
This thought	may be	helpful	in thinking about the evolution of human language
A garden	is	useful	in helping the children to understand
The report	is	useless	in identifying individual objects
Retailing and banking	have been	very effective	in attracting managers of this sort
Stationary illumination of the retina	is	rather ineffective	in causing activity in the optic nerve
Problem solving	is	invaluable	in increasing the learner's adaptability and confidence.
Such an image	was	valuable	in maintaining confidence
The fixing of dates	was	critical	in preventing over-exploitation
The annual report and accounts	are	crucial	in communicating a company's image
Rising unemployment	was	important	in producing the reductions
The analogy	is	unimportant	in mobilising habits of deference

5.3.5 Comparing the constructions with Francis et al.'s (1998) meaning groups

Comparing the constructions with the meaning groups in Francis et al. (1998), five groups are relevant to the present data: the 'Apparent' group (*apparent*, *clear*, *evident*, *obvious*), the 'Comparable' group (*comparable*, *compatible*, *different*, *identical*, *similar*), the 'Helpful' group (*beneficial*, *helpful*, *invaluable*, *useful*, *useless*, *valuable*), the 'Important' group (*critical*, *crucial*, *important*, *unimportant*), and the 'Successful' group (*effective*, *ineffective*).

The two-level analysis shows that these meaning groups align with three constructions. The Phenomenon + Hinge + Appreciation + Locus construction corresponds to the 'Apparent' group. In this construction, the *in*-phrase introduces the Locus, that is, the context or site in which the Phenomenon becomes recognisable. The Carrier + Hinge + Appreciation +

Facet construction corresponds to the ‘Comparable’ group. Here, the *in*-phrase introduces the Facet in relation to which comparison is made.

The Carrier + Hinge + Appreciation + Process construction corresponds to the ‘Helpful’, ‘Important’, and ‘Successful’ groups. In this construction, the *in*-phrase introduces the Process. The adjectives evaluate whether the Carrier helps, does not help, matters, or does not matter in that process. This means that Francis et al.’s (1998) separate lexical groups are brought together at the constructional level because they share the same constructional relation.

This suggests that constructional meaning does not simply repeat Francis et al.’s (1998) meaning groups. Although Francis et al. (1998) distinguish adjectives by their more specific lexical meanings, such as helpfulness, importance, or success, the constructional analysis shows that these adjectives can share the same constructional relation. In particular, when adjectives assess whether an entity is helpful, important, or effective, the *in*-phrase consistently introduces a Process.

5.3.6 Aligning constructions with Appreciation subcategories

As noted earlier, the **ADJ *in* n** pattern gives rise to three constructions that express Appreciation. These constructions are associated with two Appreciation subcategories in Martin and White’s (2005) system: Composition: Complexity and Composition: Balance, as well as Valuation. Composition: Complexity is concerned with how easily something can be recognised or understood; Composition: Balance is concerned with how well something hangs together; and Valuation is concerned with how worthwhile something is. These distinctions are discussed separately below.

5.3.6.1 Composition: Complexity and the Phenomenon–Locus Construction

Under **ADJ *in* n**, the Phenomenon + Hinge + Appreciation + Locus construction is associated with Composition: Complexity. The adjectives in this construction, including those in the ‘Apparent’ group, evaluate how readily a Phenomenon can be recognised in the context introduced by the *in*-phrase, corresponding to Martin and White’s probe ‘Is it easy to follow?’ The construction is illustrated in the table below.

Table 5.20. Phenomenon + Hinge + Appreciation: Composition: Complexity + Locus

Target	**Hinge**	**Evaluation**	**Specifier**
Phenomenon	**Hinge**	**Appreciation: Composition: Complexity**	**Locus**
The commitment	was	apparent	in his every move
The results	were	evident	in people's everyday lives

5.3.6.2 Composition: Balance and the Carrier–Facet Construction

The second Composition subcategory is Balance, which covers the Carrier + Hinge + Appreciation + Facet construction. This corresponds to Martin and White's probe 'Did it hang together?' In this construction, the adjective evaluates whether the Target is similar to, different from, or compatible with another entity, while the *in*-phrase shows the respect in which the comparison is made. The construction is illustrated in Table 5.21.

Table 5.21. Carrier + Hinge + Appreciation: Composition: Balance + Facet

Target	**Hinge**	**Evaluation**	**Specifier**
Carrier	**Hinge**	**Appreciation: Composition: Balance**	**Facet**
The goods delivered	are	so different	in kind
Its wines	are	comparable	in quality

5.3.6.3 Valuation and the Carrier–Process Construction

Within **ADJ *in* n**, Valuation covers the Carrier + Hinge + Appreciation + Process construction. This construction includes adjectives from the 'Helpful', 'Important', and 'Successful' groups, such as *beneficial*, *helpful*, *effective*, *ineffective*, *important*, and *valuable*. These adjectives evaluate whether the Target helps or matters in the process introduced by the *in*-phrase. This corresponds to Martin and White's probe 'Is it worthwhile?' This is illustrated in Table 5.22.

Table 5.22. Carrier + Hinge + Appreciation: Valuation + Process

Target	**Hinge**	**Evaluation**	**Specifier**
Carrier	**Hinge**	**Appreciation: Valuation**	**Process**
This thought	may be	helpful	in thinking about the evolution of human language
Rising unemployment	was	important	in producing the reductions
Retailing and banking	have been	very effective	in attracting managers of this sort

5.3.7 Summary

The analysis of the **ADJ *in* n** pattern identified 21 adjectives in the BNC. These adjectives relate to five meaning groups in Francis et al. (1998): 'Apparent', 'Comparable', 'Helpful', 'Important', and 'Successful'. At the level of Appreciation, they are distributed across Composition: Complexity, Composition: Balance, and Valuation.

Three constructions were identified. The Phenomenon + Hinge + Appreciation + Locus construction is associated with the 'Apparent' group, where the *in*-phrase introduces the Locus where the Phenomenon becomes visible. The Carrier + Hinge + Appreciation + Facet construction is associated with the 'Comparable' group, where the *in*-phrase identifies the respect in which comparison is made. The Carrier + Hinge + Appreciation + Process construction brings together the 'Helpful', 'Important', and 'Successful' groups, where the *in*-phrase introduces the process in which the Carrier helps, does not help, matters, or does not matter.

The comparison with Francis et al. (1998) shows that lexical meaning groups and constructions do not correspond on a one-to-one basis. While the 'Apparent' and 'Comparable' groups align with separate constructions, adjectives from the 'Helpful', 'Important', and 'Successful' groups share the same Carrier–Process relation. This shows that constructional analysis can reveal relations that are not visible from lexical meaning groups alone. The next section analyses the **ADJ *of* n**.

5.4 ADJ *of* n

Among the adjective patterns that are followed by a preposition is **ADJ *of* n**, described by Francis et al. (1998:451–457). In this pattern, the adjective is followed by a prepositional phrase starting with *of*, followed by a noun group. For example:

Table 5.23. Adjectives occurring in **ADJ *of* n**

	adjective	***of***	**noun group**
Rational, methodical and traditional thought are	wholly destructive	*of*	creativity
Anti-discrimination measures are	reflective	*of*	liberal values

In Francis et al. (1998: 451–457), there are 171 adjectives that follow this pattern, divided into 16 meaning groups, with a miscellaneous group containing 15 adjectives. Table 5.24 presents the meaning groups with examples.

Table 5.24. Francis et al.'s (1998) meaning groups for **ADJ *of* n**

	Meaning group in Francis et al. (1998)	**Examples from Francis et al. (1998)**		**Meaning group in Francis et al. (1998)**	**Examples from Francis et al. (1998)**
1	'Fond' and 'Critical' Group	*appreciative, resentful*	9	'Empty' Group	*bereft, dry*
2	'Afraid' Group	*fearful, shy*	10	'Full' Group	*brimful, possessed*
3	'Tired' Group	*bored, fed up*	11	'Indicative' Group	*expressive, uncharacteristic*
4	'Desirous' Group	*desirous, envious*	12	'Destructive' Group	*disruptive, subversive*
5	'Assured' Group	*assured, certain*	13	'Deserving' Group	*deserving, worthy*
6	'Certain' and 'Uncertain' Group	*confident, doubtful*	14	'Kind' Group	*brave, stupid*
7	'Aware' and 'Unaware' Group	*conscious, ignorant*	15	'Clear' Group	*adrift, wide*
8	'Considerate' and 'Careless' Group	*careful, forgetful*			

5.4.1 Corpus evidence and diagnostic screening for ADJ *of* n

The query for the pattern **ADJ *of* n** returned 61,091 hits. I found 1,493 adjectives occurring at least twice in the BNC. Among these, 13 both passed the diagnostic pattern tests and expressed meanings related to Appreciation and were chosen for detailed analysis.

The adjectives were retained because the *of*-phrase forms part of the **ADJ *of* n** pattern. This can be shown through *wh*-questioning: *What is rational, methodical and traditional thought destructive of*? *What are Kahlo's works exemplary of*? *What are anti-discrimination measures reflective of? What are the quotations representative of? What are her pictures*

evocative of? And *what are these two objects symbolic of*? These questions show that the *of*-phrase is selected by the adjective and specifies the relation in which the evaluation holds. Table 5.25 shows these 12 adjectives, listed from the most to the least frequent.

Table 5.25. Distribution of BNC adjectives occurring in **ADJ *of* n**

	Adjective	**Number of occurrences**		**Adjective**	**Number of occurrences**
1	*reminiscent*	557	8	*unrepresentative*	33
2	*indicative*	302	9	*distinctive*	20
3	*representative*	258	10	*disruptive*	11
4	*suggestive*	121	11	*uncharacteristic*	10
5	*symbolic*	91	12	*reflective*	10
6	*destructive*	44	13	*exemplary*	4
7	*evocative*	35			

5.4.2 'ADJ *of* n' pattern and Appreciation subcategories

The 13 adjectives of the **ADJ *of* n** pattern are located within Valuation. They evaluate the Target in terms of how effective it is, as with *destructive* and *disruptive*; how typical it is, as with *distinctive* and *uncharacteristic*; how representative it is, as with *exemplary, representative,* and *unrepresentative*; how significant it is, as with *indicative*; or what symbolic meaning it carries, as with *symbolic, reflective, suggestive, reminiscent,* and *evocative*. These adjectives answer Martin and White's Valuation probe 'Was it worthwhile?', adapted here as: 'Was the evaluated entity significant in relation to the entity introduced by *of*?' For example:

5.47. *Rational, methodical and traditional thought are* ***wholly destructive of creativity***. (B1F 574)

5.48. *Moreover, in Britain such work was* ***distinctive of white collar status***… (CAN 1220)

5.49. *In their formal language, Kahlo's works are* ***exemplary of certain feminist arguments***. (A6U 234)

5.50. *The Mount Vernon project is* ***indicative of new levels of cooperation between***… (HBH 567)

5.51. *These two objects are* ***symbolic of life and death***. (KA1 2463)

Table 5.26 presents the adjectives in accordance with the relevant subcategories.

Table 5.26. Distribution of BNC adjectives in **ADJ *of* n** across Appreciation subcategories

ADJ *of* n					
Reaction		**Composition**		**Valuation**	
No.	0	No.	0	No.	13
-		-		*destructive, disruptive, distinctive, evocative, exemplary, indicative, reflective, reminiscent, representative, suggestive, symbolic, uncharacteristic, unrepresentative*	

5.4.3 Aligning BNC adjectives with Francis et al.'s (1998) meaning groups

In analysing the **ADJ *of* n** pattern, 13 adjectives were found and matched with the meaning groups outlined by Francis et al. (1998: 451–457). 11 adjectives out of 13 fit into the 'Indicative' group, and two, *destructive* and *disruptive*, belong to the 'Destructive' group. These are presented below:

1) **The 'Indicative' group**

As noted by Francis et al. (1998: 455), these adjectives describe "something that shows what something is like or reminds you of something." It includes *distinctive, exemplary, indicative*, and *symbolic* (Examples 5.48-5.51). It also includes *evocative, reflective, reminiscent, representative, suggestive, uncharacteristic,* and *unrepresentative.* For example:

5.52. *Her pictures remain richly* ***evocative of natural forms and textures***. (CAJ 1399)
5.53. *Anti-discrimination measures are, of course,* ***reflective of liberal values***… (AN5 969)
5.54. *The recreation room was* ***reminiscent of the dole office***. (HTG 1631)
5.55. *Both these quotations are* ***representative of many studies in this field***. (EBR 399)
5.56. *This reference to similitude is* ***suggestive of realism***. (ABM 1517)
5.57. *The music is* ***quite uncharacteristic of the mature Elgar***... (ED6 3450)
5.58. *Second, the telephone lists actually used for the sample were* ***unrepresentative of the electorate***. (HPU 1026)

2) **The 'Destructive' group**

According to Francis et al. (1998: 456), these adjectives describe that "something has a harmful effect on something." It includes *destructive* (Example 5.47) and *disruptive*. For example:

5.59. *Even small amounts of out-of-hours work are **disruptive of one's home life***. (ALM 767)

5.4.4 'ADJ *of* n' as constructions

As in the previous pattern, the **ADJ *of* n** pattern can be analysed in terms of three core components: a Target, an Evaluation, and a Specifier realised by the *of*-phrase. While this structure appears consistent at the surface, closer analysis reveals that the relation between the Target and the Specifier varies systematically. These differences give rise to a range of underlying constructions, such as Actor–Affected, Token–Value, and Phenomenon–Comparator. Accordingly, **ADJ *of* n** is treated as three constructions, each analysed separately using probe-based analysis.

5.4.4.1 Actor–Affected Construction

In these examples, the underlying meaning construes a situation in which one entity negatively affects another. The evaluated entity or Target functions as the Actor in a material process, while the *of*-phrase introduces the Affected (Hunston and Su, 2019: 582). Adjectives such as *disruptive* and *destructive* encode negative impact, whereas the *of*-phrase specifies the affected entity. This can be confirmed through a simple probe:

What X (Target: Actor) does is negatively affect Y (Specifier: Affected).
For example:

- *Rational, methodical and traditional thoughts are destructive of creativity*.

Underlying transitivity roles:

- What rational, methodical and traditional thoughts (**Target: Actor**) do is negatively affect creativity (**Specifier: Affected**).

In this example, *rational, methodical and traditional thoughts* functions as the Actor in a material process, while *creativity* functions as the Affected. The adjective *destructive* construes a negative impact by indicating that the Actor brings about harm to the Affected. The same analysis can be applied to the second instance in Table 5.27.

Table 5.27. Analysis 1: Actor + Hinge + Appreciation + Affected

Target	**Hinge**	**Evaluation**	**Specifier**
Actor	**Hinge**	**Appreciation**	**Affected**
Rational, methodical and traditional thoughts	are	destructive	of creativity

Small amounts of out-of-hours work	are	disruptive	of one's home life

5.4.4.2 Token–Value Construction

Clauses of this type are analysed as relational identifying clauses. In this kind of relational process, one entity is interpreted in relation to another. The first entity functions as the Token, that is, the thing being interpreted, while the *of*-phrase introduces the Value, that is, the type or category associated with the Token. Clauses of this type construe a Token–Value relation (Halliday and Matthiessen, 2014: 279).

Within this construction, some adjectives express a relatively direct relation between Token and Value. Adjectives such as *exemplary*, *representative*, *unrepresentative*, *distinctive*, and *indicative* present the Token as representing the Value. For example, *Kahlo's works are exemplary of certain feminist arguments* means that the works can be interpreted as examples of those arguments.

Other adjectives express a more associative relation. Adjectives such as *reminiscent*, *evocative*, *suggestive*, *symbolic*, *reflective*, and *uncharacteristic* present a more associative relationship, in which the Token evokes the Value. In the example, *these two objects are symbolic of life and death*; *these two objects* functions as the Token, while *life and death* functions as the Value. All these adjectives evaluate whether, and in what way, one entity represents or points to the qualities of another. This can be confirmed through a simple probe:

X (Target: Token) (does not) represent Y (Specifier: Value).

For example:

- *Kahlo's works are exemplary of certain feminist arguments*.

Underlying transitivity roles:

- Kahlo's works (**Target: Token**) represent feminist arguments (**Specifier: Value**).

In this example, *Kahlo's works* functions as the Token in a relational identifying process in which it stands as an instance of *feminist arguments* functioning as the Value. The same analysis can be applied to other instances in Table 5.28.

Table 5.28. Analysis 2: Token + Hinge + Appreciation + Value

Target	**Hinge**	**Evaluation**	**Specifier**
Token	**Hinge**	**Appreciation**	**Value**
Kahlo's works	are	exemplary	of certain feminist arguments

Anti-discrimination measures	are	reflective	of liberal values
Such work	was	distinctive	of white collar status
The telephone lists actually used for the sample	were	unrepresentative	of the electorate
Both these quotations	are	representative	of many studies in this field
The Mount Vernon project	is	indicative	of new levels of cooperation
The recreation room	was	reminiscent	of the dole office
Her pictures	remain	richly evocative	of natural forms and textures
These two objects	are	symbolic	of life and death
This reference to similitude	is	suggestive	of realism
The music	is	uncharacteristic	of the mature Elgar

5.4.5 Comparing the constructions with Francis et al.'s (1998) meaning groups

Comparing the two constructions with Francis et al.'s (1998) meaning groups of **ADJ *of* n**, the following insights emerge. Francis et al.'s (1998) groups that realise Appreciation: the 'Indicative' group (*exemplary, indicative, symbolic, evocative*, *suggestive*, etc) and the 'Destructive' group (*destructive* and *disruptive*).

Using a two-level analysis, it becomes clear that different meaning groups align systematically with different constructions. The Actor + Hinge + Appreciation + Affected construction corresponds to the 'Destructive' group, where evaluation depends on whether an Actor negatively affects the Affected entity. The Token + Hinge + Appreciation + Value construction corresponds to the 'Indicative' group, where evaluation expresses a form of representation.

Adjectives within the 'Indicative' meaning group differ in whether they express direct representation (*representative*) or more interpretive association (*evocative*), yet they realise the same underlying Token–Value construction. The difference lies in the lexical semantics of the adjective rather than in the construction itself. This supports grouping several of Francis et al.'s (1998) meaning groups under a single construction, as the contrast reflects differences in lexical meaning, not differences in construction

5.4.6 Aligning the constructions within Appreciation subcategories

The **ADJ *of* n** pattern gives rise to two constructions located within Appreciation. Both constructions: Actor + Hinge + Appreciation + Affected and Token + Hinge + Appreciation + Value, align with the Valuation subcategory as defined by Martin and White (2005), 'Is it worthwhile?' Valuation probe. This is discussed separately below.

5.4.6.1 Valuation: The Actor–Affected and the Token–Value Constructions

Under **ADJ *of* n**, two constructions realise Valuation. The first is the Actor + Hinge + Appreciation + Affected construction. This includes adjectives such as *destructive* and *disruptive*. This construction aligns with Valuation by evaluating whether an entity is worthwhile in terms of the negative impact of an entity on another, that is, whether the Actor causes harm or damage to the Affected, which corresponds to the probe 'Is it worthwhile?'. This is illustrated in Table 5.29.

Table 5.29. Actor + Hinge + Appreciation: Valuation + Affected

Target	**Hinge**	**Evaluation**	**Specifier**
Actor	**Hinge**	**Appreciation: Valuation**	**Affected**
Rational, methodical and traditional thoughts	are	destructive	of creativity
Small amounts of out-of-hours work	are	disruptive	of one's home life

The second construction located within Valuation is the Token + Hinge + Appreciation + Value construction. It includes adjectives such as *exemplary*, *indicative*, *reflective*, *representative*, *unrepresentative*, *distinctive*, *reminiscent*, *evocative*, *suggestive*, *symbolic*, and *uncharacteristic*. In this construction, the adjective evaluates whether the Token represents or evokes the Value introduced by the *of*-phrase. This corresponds to Martin and White's probe 'Is it worthwhile?' as shown in Table 5.30.

Table 5.30. Token + Hinge + Appreciation: Valuation + Value

Target	**Hinge**	**Evaluation**	**Specifier**
Token	**Hinge**	**Appreciation: Valuation**	**Value**
Kahlo's works	are	exemplary	of certain feminist arguments

Her pictures	re-main	richly evoca-tive	of natural forms and tex-tures

5.4.7 Summary

The analysis of the **ADJ *of* n** pattern identified thirteen adjectives from the BNC, divided into two meaning groups: the 'Destructive' group and the 'Indicative' group. All adjectives realise Valuation.

The adjectives occur in two constructions. In the first, Actor + Hinge + Appreciation + Affected, the *of-phrase* identifies what is negatively affected by the evaluated entity (e.g., *destructive of creativity*). In the second, Token + Hinge + Appreciation + Value, the *of-phrase* more or less indicates what the evaluated entity represents or evokes (e.g., *exemplary of feminist arguments* or *reminiscent of the dole office*).

Comparing the two constructions within the **ADJ of n** pattern shows that the 'Destructive' group expresses an Actor–Affected relation, where one entity negatively affects another. The 'Indicative' group expresses a Token–Value relation, where one entity represents or evokes the meaning introduced by the *of*-phrase. The analysis also shows that the two constructions identified cover Valuation. The next section analyses **ADJ *on* n**.

5.5 ADJ *on* n

ADJ *on* n is a pattern described by Francis et al. (1998:457–462). In this pattern, the adjective is followed by a prepositional phrase starting with *on* and a noun group. For example:

Table 5.31. Adjectives occurring in **ADJ *on* n**

	adjective	***on***	**noun group**
The statement was	vague	*on*	military issues
Teacher release for professional development is very	disrup-tive	*on*	the teaching process for young peo-ple

According to Francis et al. (1998), there are 92 adjectives that follow this pattern, divided into 12 semantic groups, with a miscellaneous group containing nine adjectives. Table 5.32 presents the meaning groups with examples.

Table 5.32. Francis et al.'s (1998) meaning groups for **ADJ *on* n**

	Meaning group in Francis et al. (1998)	**Examples from Francis et al. (1998)**		**Meaning group in Francis et al. (1998)**	**Examples from Francis et al. (1998)**
1	'Keen' Group	*intent, mad*	6	'Optimistic' Group	*sensitive, upbeat*
2	'Fair' and 'Rough' Group	*gentle, tough*	7	'Short' and 'Heavy' Group	*brimful, possessed*
3	'Emphatic' Group	*adamant, firm*	8	'Agreed' Group	*agreed, unified*
4	'Vague' Group	*ambiguous, silent*	9	'Conditional' Group	*attendant, contingent*
5	'Weak' and 'Strong' Group	*correct, wrong*			

5.5.1 Corpus evidence and diagnostic screening for ADJ *on* n

A search for the pattern **ADJ *on* n** in the corpus returned 16,449 results. Among the 1,019 adjectives occurring more than once, seven conformed to the grammar pattern criteria and expressed meanings related to Appreciation.

In terms of the pattern criteria, the adjectives passed the **ADJ on n** diagnostic tests, especially wh-questioning. Questions such as *What is the manual helpful on?*, *What is the statement vague on?*, and *What is the legal advice conflicting on?* show that the *on*-phrase specifies the topic. Thus, these were selected for detailed analysis. Table 5.33 presents these adjectives, ordered from most to least frequent.

Table 5.33. Distribution of BNC adjectives occurring in **ADJ *on* n**

	Adjective	**No. of occurrences**
1	*influential*	18
2	*vague*	18
3	*helpful*	16
4	*precise*	4
5	*conflicting*	2
6	*disruptive*	2
7	*informative*	2

5.5.2 'ADJ *on* n' pattern and Appreciation subcategories

The seven instances of **ADJ *on* n** are located within two Appreciation subcategories: Composition and Valuation. Three adjectives are located within Composition. *Precise* and *vague* belong to Composition: Complexity. They evaluate clarity or specificity in relation to a topic. This corresponds to Martin and White's probe 'Is it easy to follow?', or more specifically here 'Is it clear or specific?', whereas *Conflicting,* which evaluates inconsistency, belongs to Composition: Balance, by answering the probe 'Did it hang together?' For example:

5.60. …*legal advice is* ***conflicting on that point***… (JSK 107)
5.61. *Mr Franco's plan is* ***mathematically precise on spending***… (CR7 1455)
5.62. *The statement was* ***vague on military issues***… (HLR 1017)

The remaining four adjectives are located within Valuation. *Disruptive, influential, helpful,* and *informative* evaluate the entity in terms of worth: *disruptive*, *effective*, or *informative*. This corresponds to Martin and White's probe 'Was it worthwhile?' For example:

5.63. *The copy is…****most informative on many relevant subjects***. (HC4 87)
5.64. …*teacher release for professional development is…****very disruptive on the teaching process for young people***. (B2T 729)
5.65. *This manual is* ***helpful on this topic***. (FT8 1306)
5.66. …*their statements on others in the play may be …* ***influential on our interpretation of characters***. (J7W 271)

Table 5.34 presents the adjectives by these subcategories.

Table 5.34. Distribution of adjectives in **ADJ *on* n** across Appreciation subcategories

ADJ *on* n					
Reaction		**Composition**		**Valuation**	
No.	0	No.	3	No.	4
-		*conflicting, precise, vague*		*disruptive, helpful, influential, informative*	

5.5.3 Aligning BNC adjectives with Francis et al.'s (1998) meaning groups

In examining the **ADJ *on* n** pattern, the seven adjectives were compared with the meaning groups outlined by Francis et al. (1998: 457–462). Of these, only one adjective, *vague*, appears in Francis et al.'s (1998) Group 4, the 'Vague' group. Having similar semantic features

to *vague*, two adjectives retrieved from the BNC, *informative* and *precise*, are added to this group. Accordingly, these three adjectives form the 'Vague' group. Francis et al. (1998: 459) define this group as "someone does not have strong or unchanging views about something, or does not say clearly what they think or know." This does not fit the present analysis because it focuses on a person's views or speech. In the present data, the adjective evaluates the text, statement, or plan itself. It shows how clear or specific it is on the topic introduced by the *on*-phrase, as in the 'Vague' group below.

The other four adjectives: *conflicting*, *disruptive*, *helpful*, and *influential*, were not found in any of Francis et al.'s (1998) existing categories. The adjective *conflicting* was included in the 'Vague' group because it also concerns the quality of information given on a particular topic. However, *disruptive*, *helpful*, and *influential* share a common meaning: they are concerned with whether, and how, one entity has an effect on another. Based on this shared semantic property, these adjectives were grouped under a new category, the 'Effective' group. Thus, two meaning groups are identified for the **ADJ *on* n** pattern: the 'Vague' group, and the 'Effective' group, presented below:

1) The 'Vague' group

These adjectives indicate that something is clear or unclear, informative or uninformative, in some way. These are *conflicting*, *informative*, *precise*, and *vague*; see examples 5.60-5.63.

2) The 'Effective' group

These adjectives indicate that something has an effect on something in some way. These are *disruptive, helpful* and *influential*; see examples 5.64-5.66, respectively.

5.5.4 'ADJ *on* n' as constructions

As in previous patterns, the **ADJ *on* n** pattern consists of a Target, an Evaluation, and a Specifier; the relation between the Target and the Specifier varies systematically, resulting in different underlying meanings, such as Sayer–Topic and Actor–Affected. Hence, **ADJ *on* n** can be said to realise two distinct constructions, which are analysed separately using probe-based analysis.

5.5.4.1 Actor-Affected Construction

In these cases, *disruptive* and *influential* express an underlying relation of effect. The Target functions as the Actor in a material process, while the *on*-phrase introduces the Affected entity (Hunston and Su, 2019: 582). The *on*-phrase is analysed as Affected rather than Goal

because it introduces the entity that is affected by the Target. It does not introduce an entity that is achieved, produced, or obtained. Thus, the construction expresses an effect relation: **X affects Y**. Examples can be tested using the following diagnostic paraphrase:

What X (Target: Actor) does is negatively affect Y (Specifier: Affected).
For example:

- *Teacher release for professional development is very disruptive on the teaching process.*

Underlying transitivity roles:

- What teacher release for professional development (**Target: Actor**) does is negatively affect the teaching process for young people (**Specifier: Affected**).

In this example, *teacher release for professional development* functions as the Actor, while *the teaching process for young people* functions as the Affected. The evaluation hinges on how the Target affects the entity introduced by the *on*-phrase. See Table 5.35 for a summary of these instances.

Table 5.35. Analysis 1: Actor + Hinge + Appreciation + Affected

Target	**Hinge**	**Evaluation**	**Specifier**
Actor	**Hinge**	**Appreciation**	**Affected**
Teacher release for professional development	is	very disruptive	on the teaching process for young people
Their statement	may be	influential	on our interpretation of characters

5.5.4.2 Sayer–Topic Construction

Clauses in this construction share the same underlying transitivity structure, in which the Target acts as the Sayer in a verbal process and the specified element acts as the Verbiage (see Halliday and Matthiessen, 2014: 302–307). Adjectives such as *conflicting, helpful, informative, precise,* and *vague* construe how clearly a Sayer describes a Topic. It is worth noting that the *on*-phrase in this construction is similar to the *about*-phrase in the **ADJ *about* n** pattern (cf. 4.2.4.1), in which the Target functions as a Sayer and the Specifier as a Topic. This is because, in both patterns, the adjective evaluates how a text handles a particular subject matter. These clauses can be tested using the following diagnostic paraphrase:

X (Target: Sayer) clearly or unclearly describes Y (Specifier: Topic).

For example:

- *The statement was vague on military issues*.

Underlying transitivity roles:

- The statement (**Target**: **Sayer**) unclearly described military issues (**Specifier**: **Topic**).

In this example, *the statement* functions as the Sayer, and *military issues* function as the Topic. The evaluation depends on how clearly the Sayer addresses the Topic. The same analysis can be applied to all instances in Table 5.36.

Table 5.36. Analysis 2: Sayer + Hinge + Appreciation + Topic

Target	**Hinge**	**Evaluation**	**Specifier**
Sayer	**Hinge**	**Appreciation**	**Topic**
The copy	is	most informative	on many relevant subjects
Mr Franc's plan	is	mathematically precise	on spending
The statement	was	vague	on military issues
Legal advice	is	conflicting	on that point
The manual	is	helpful	on this topic

5.5.5 Comparing the constructions with Francis et al.'s (1998) meaning groups

The Sayer + Hinge + Appreciation + Topic construction broadly supports the 'Vague' group. In this construction, adjectives such as *precise*, *vague*, and *conflicting* evaluate the quality of information given on the topic introduced by the *on*-phrase. *Precise* and *vague* concern clarity or specificity, while *conflicting* concerns consistency. For this reason, *conflicting* is included in the 'Vague' group in the present analysis. This is an extension of Francis et al.'s (1998) grouping, rather than an example explicitly listed by them.

The adjective *helpful* is different. In *This manual is helpful on this topic*, *helpful* occurs in the Sayer + Hinge + Appreciation + Topic construction, but it does not belong to the 'Vague' group. It does not evaluate clarity, specificity, or consistency. Instead, it evaluates usefulness in relation to the topic introduced by the *on*-phrase.

Moreover, the adjectives *disruptive* and *influential* form a separate 'Effective' group. This group is not taken from Francis et al. (1998); it is proposed here based on the present data. Both adjectives indicate that one entity affects another. In both cases, the *on*-phrase introduces the entity affected by the Target.

5.5.6 Aligning the constructions within Appreciation subcategories

The **ADJ *on* n** pattern gives rise to two constructions located in Appreciation. These constructions align with different Appreciation subcategories, which distinguish between evaluations of Composition: Balance or Complexity (e.g. 'Did it hang together?' or 'Is it easy to follow?') and Valuation (e.g., 'Is it worthwhile?'). These distinctions are therefore discussed separately below.

5.5.6.1 Composition: Balance/Complexity and the Sayer–Topic Construction

Adjectives in the Sayer + Hinge + Appreciation + Topic construction evaluate how information is presented on the topic introduced by the *on*-phrase. Some adjectives, such as *precise* and *vague*, are concerned with clarity or specificity; these are located within Composition: Complexity, answering Martin and White's probe 'Is it easy to follow?' The adjective *conflicting* is concerned with consistency between pieces of information; it is located within Composition: Balance, addressing Martin and White's probe 'Does it hang together?' The construction is illustrated in the table below.

Table 5.37. Sayer + Hinge + Appreciation: Composition: Balance/Complexity + Topic

Target	**Hinge**	**Evaluation**	**Specifier**
Sayer	**Hinge**	**Appreciation: Composition: Balance/Complexity**	**Topic**
Mr Franc's plan	is	mathematically precise	on spending
The statement	was	vague	on military issues
Legal advice	is	conflicting	on that point

5.5.6.2 Valuation and the Sayer-Topic and the Actor-Affected Constructions

Within **ADJ *on* n**, Valuation covers two constructions. The first is the Sayer + Hinge + Appreciation + Topic construction. Adjectives such as *informative* and *helpful* evaluate the usefulness or informational value of what the Sayer provides on the topic introduced by the *on*-phrase. This corresponds to Martin and White's probe 'Is it worthwhile?', as shown in Table 5.38.

The second is the Actor + Hinge + Appreciation + Affected construction. Adjectives such as *disruptive* and *influential* evaluate the effect of the Actor on the Affected entity introduced by the *on*-phrase. This also corresponds to the Valuation probe 'Is it worthwhile?', as shown in Table 5.39.

Table 5.38. Sayer + Hinge + Appreciation: Valuation + Topic

Target	**Hinge**	**Evaluation**	**Specifier**
Sayer	**Hinge**	**Appreciation: Valuation**	**Topic**
The copy	is	most informative	on many relevant subjects
The manual	is	helpful	on this topic

Table 5.39. Actor + Hinge + Appreciation: Valuation + Affected

Target	**Hinge**	**Evaluation**	**Specifier**
Actor	**Hinge**	**Appreciation: Valuation**	**Affected**
Teacher release for professional development	is	very disruptive	on the teaching process for young people
Their statement	may be	influential	on our interpretation of characters

5.5.7 Summary

To summarise, the analysis of the **ADJ on n** pattern was based on seven adjectives retrieved from the BNC. These adjectives are divided into two meaning groups: the 'Vague' group (*informative*, *precise*, *vague*, *conflicting*) and the 'Effective' group (*helpful*, *disruptive*, *influential*).

At the level of Appreciation, *conflicting*, *precise*, and *vague* express Composition, because they evaluate the clarity, specificity, or consistency of information. The remaining adjectives express Valuation. *Informative* and *helpful* evaluate the value of information on a topic, while *disruptive* and *influential* evaluate the effect of one entity on another.

Two constructions were identified. The Sayer + Hinge + Appreciation + Topic construction covers cases where the *on*-phrase introduces the topic being discussed or evaluated. This construction is found with both Composition and Valuation. The Actor + Hinge + Appreciation + Affected construction covers cases where the *on*-phrase introduces the entity affected by the Target, and this construction is located within Valuation. The following section analyses **ADJ *over* n** pattern.

5.6 ADJ *over* n

ADJ *over* n is another pattern described by Francis et al. (1998: 462–464). In this pattern, the adjective is followed by a prepositional phrase starting with *over*, followed by a noun group. For example:

Table 5.40. Distribution of BNC adjectives occurring in **ADJ *over* n**

	Adjective	***over***	**noun group**
The heat transport is	dominant	*over*	the salt transport

In Francis et al. (1998: 462–464), 45 adjectives follow this pattern and are divided into seven meaning groups, with a miscellaneous group containing three adjectives. Table 5.41 presents the meaning groups with examples.

Table 5.41. Francis et al.'s (1998) meaning groups for **ADJ *over* n**

	Meaning group in Francis et al. (1998)	**Examples from Francis et al. (1998)**		**Meaning group in Francis et al. (1998)**	**Examples from Francis et al. (1998)**
1	'Angry' Group	*bitter, livid*	5	'Jealous' Group	*careful, sceptical*
2	'Despondent' Group	*heartbroken, unhappy*	6	'Go mad' Group	*crazy, mad*
3	'Worried' Group	*anxious, jittery*	7	'Dominant' Group	*supreme, power-less*
4	'Enthusiastic' Group	*ecstatic, jubi-lant*			

5.6.1 Corpus evidence and diagnostic screening for ADJ *over* n

A search for the pattern in the corpus returned 1,992 results. Among the 270 adjectives that appeared more than once, I found four that instantiated the pattern **ADJ *over* n** and expressed Appreciation.

The four **ADJ *over* n** examples were retained after being tested through a *wh*-questioning test, as in *What is the heat transport dominant over*? and *What will a Constitution be supreme over*? The adjectives are shown in Table 5.42.

Table 5.42. Distribution of BNC adjectives realising Appreciation occurring in **ADJ *over* n**

	Adjective	No. of occurrences
1	*dominant*	17
2	*pre-eminent*	4
3	*supreme*	4
4	*predominant*	2

5.6.2 'ADJ *over* n' pattern and Appreciation subcategories

Because the four adjectives are semantically related, that is, they evaluate the entity's relative importance, dominance, authority, or status over another, they are located within Valuation. This corresponds to Martin and White's Valuation probe 'Is it worthwhile?', understood as 'Does the evaluated entity have greater importance than the entity introduced by *over*?' Four representative examples are given below:

5.67. *…the heat transport is* ***dominant over the salt transport****.* (J12 1314)

5.68. *So with one of the four functions normally* ***predominant over the other three****...* (BNF 1240)

5.69. *...the technological system is* ***pre-eminent over the social system in an enterprise****.* (CBH 181)

5.70. *...a Constitution will be* ***supreme over a government****...* (FP8 196)

In sum, the **ADJ *over* n** pattern is among the least productive, with only four adjectives identified as realising Appreciation. Table 5.43 below lists the adjectives across Appreciation subtypes.

Table 5.43. Distribution of adjectives in **ADJ *over* n** across Appreciation subcategories

ADJ *over* n					
Reaction		**Composition**		**Valuation**	
No.	0	No.	0	No.	4
-		-		*dominant, predominant, pre-eminent, supreme*	

5.6.3 Aligning BNC adjectives with Francis et al.'s (1998) meaning groups

Four adjectives occurring in the **ADJ *over* n** pattern were examined and compared with the meaning groups outlined by Francis et al. (1998: 462–464) to explore the distribution of evaluative meanings. In Francis et al.'s (1998) framework, seven meaning groups are listed;

however, their definitions generally describe situations in which *someone reacts to something*, *likes something*, or *has power or control over someone or something.* None of these meanings aligns with the definition of Appreciation. This may explain why adjectives expressing Appreciation were difficult to identify within this pattern.

As noted earlier, four adjectives were retrieved from the BNC for **ADJ *over* n**: *dominant, predominant, pre-eminent,* and *supreme*. Of these, *dominant* and *supreme* are also listed in Francis et al.'s (1998: 464) 'Dominant' group. Francis et al. (1998) define this group as indicating that "a person or group has power over another person, group or thing". In the present data, however, the evaluated entity is not always a person or group. For example, in *the heat transport is dominant over the salt transport*, the adjective evaluates a process. The group label Dominant is therefore retained, but its definition is broadened to cover cases where one thing dominates another in some way.

1) The 'Dominant' Group

These adjectives indicate that something dominates another in some way. This group includes *dominant*, *predominant*, *pre-eminent*, and *supreme* (See Examples 5.67-5.70).

5.6.4 'ADJ *over* n' as constructions

As in previous patterns, the **ADJ *over* n** pattern consists of a Target, an Evaluation, and a Specifier realised by the *over*-phrase; the relation between the Target and the Specifier lies in the underlying relation Carrier–Comparator. Hence, **ADJ *over* n** can be said to realise one construction, which is analysed separately using probe-based analysis.

5.6.4.1 Carrier-Subordinate Construction

The **ADJ *over* n** pattern includes four adjectives within the 'Dominant' group. In this case, the evaluated entity acts as the Carrier, while the *over*-phrase introduces the Subordinate, that is, the entity over which the Carrier has dominance. This can be tested using the following diagnostic paraphrase:

X (Target: Carrier) dominates Y (Specifier: Subordinate).

For example:

- *The heat transport is dominant over the salt transport*.

Underlying transitivity roles:

- The heat transport (**Target**: **Carrier**) dominates the salt transport (**Specifier**: **Subordinate**).

In this example, *heat transport* functions as the Carrier in a relational process, while *salt transport* functions as the Subordinate. The evaluation depends on whether the Carrier dominates the entity introduced by *over*, as shown in Table 5.44.

Table 5.44. Analysis 1: Carrier + Hinge + Appreciation + Subordinate

Target	**Hinge**	**Evaluation**	**Specifier**
Carrier	**Hinge**	**Appreciation**	**Subordinate**
The heat transport	is	dominant	over the salt transport
One of the four functions	-	normally predominant	over the other three
The technological system	is	pre-eminent	over the social system in an enterprise
A Constitution	will be	supreme	over a government

5.6.5 Comparing the constructions with Francis et al.'s (1998) meaning groups

The transitivity analysis identifies one Carrier + Hinge + Appreciation + Subordinate construction for **ADJ *over* n**. This construction includes four adjectives: *dominant, predominant, pre-eminent,* and *supreme*. Since only *dominant* and *supreme* are listed in Francis et al.'s (1998) 'Dominant' group, the correspondence between the present construction and Francis et al.'s (1998) meaning group is partial. In addition, Francis et al.'s (1998) definition focuses on cases where a person or group has power over another person, group, or thing, whereas the present data also include non-human entities, such as processes. Thus, the construction broadly supports the 'Dominant' group but also extends it to cases where one thing dominates another.

5.6.6 Aligning the constructions within Appreciation subcategories

The **ADJ *over* n** pattern proposes one construction that expresses Appreciation. This construction is discussed below.

5.6.6.1 Valuation: The Carrier–Subordinate Construction

The Carrier + Hinge + Appreciation + Subordinate construction assesses whether one entity has greater importance or status than another within the same system, which is exactly what Valuation captures by answering the question 'Is it worthwhile?', as illustrated in the table below.

Table 5.45. Carrier + Hinge + Appreciation: Valuation + Subordinate

Target	**Hinge**	**Evaluation**	**Specifier**
Carrier	**Hinge**	**Appreciation: Valuation**	**Subordinate**
The heat transport	is	dominant	over the salt transport
A Constitution	will be	supreme	over a government

5.6.7 Summary

The analysis of the **ADJ *over* n** pattern identified four adjectives: *dominant, predominant, pre-eminent,* and *supreme*. These adjectives belong to the 'Dominant' meaning group because they indicate that one entity has dominance or higher status over another. The construction is analysed as Carrier + Hinge + Appreciation + Subordinate. The evaluated entity functions as Carrier, while the *over*-phrase introduces the Subordinate, namely the entity over which dominance is assessed.

In terms of Appreciation, this construction is located within Valuation, since it evaluates relative importance, authority, or status.

Overall, the **ADJ *over* n** pattern expresses evaluation through dominance. It shows how one entity is construed as superior to another in some way. The following section analyses **ADJ *to n***.

5.7 ADJ *to* n

Among the adjective patterns that are followed by a preposition is **ADJ *to* n**, described by Francis et al. (1998: 464-471). In this pattern, the adjective is followed by a prepositional phrase starting with *to*, followed by a noun group or an '-ing' clause. For example:

Table 5.46. Adjectives occurring in **ADJ *to* n**

	adjective	***to***	**noun group/-ing clause**
Hairy caterpillars are usually	distasteful	*to*	birds
These skills are	fundamental	*to*	writing a good historical essay

In Francis et al. (1998: 464–471), there are 296 adjectives that instantiate this pattern, divided into 19 meaning groups, and another miscellaneous group containing 23 adjectives. Table 5.47 presents the meaning groups with examples.

Table 5.47. Francis et al.'s (1998) meaning groups for **ADJ *to* n**

	Meaning group in Francis et al. (1998)	**Examples from Francis et al. (1998)**		**Meaning group in Francis et al. (1998)**	**Examples from Francis et al. (1998)**
1	'Beneficial' Group	*appropriate, helpful*	11	'Married' Group	*betrothed, engaged*
2	'Detrimental' Group	*damaging, fatal*	12	'Inferior' Group	*junior, senior*
3	'Partial' Group	*attracted, wedded*	13	'Responsible' Group	*accountable, committed*
4	'Generous' and 'Horrible' Group	*attentive, nasty*	14	'Restricted' Group	*confined, specific*
5	'Fascinating' and 'Infuriating' Group	*acceptable, painful*	15	'Recognisable' Group	*familiar, visible*
6	'Similar' Group	*akin, related*	16	'Obvious' Group	*apparent, clear*
7	'Important' Group	*central, pivotal*	17	'Accessible' Group	*available, inaccessible*
8	'Sensitive' Group	*alert, responsive*	18	'Parallel' Group	*adjacent, opposite*
9	'Accustomed' Group	*habituated, unused*	19	'Tantamount' Group	*close, near*
10	'Liable' Group	*inclined, prone*			

5.7.1 Corpus evidence and diagnostic screening for ADJ *to* n

A query of this sequence returned 21,601 hits. Of the 2,378 adjectives that occurred more than once in the corpus, 17 were identified as suitable for further analysis because they express Appreciation and passed the pattern diagnostic tests. *Wh*-questioning confirms that the *to*-phrase is part of the adjective pattern. For example, *Long-term investment funds were attractive to investors* can be tested as 'Who were the funds attractive to?'; the answer is *investors*. Similarly, *Sail size can be critical to success*; it can be tested as 'What can sail size be critical to?': the answer is *success*. These skills are fundamental to writing a good historical essay; the question 'What are these skills fundamental to?' gives *writing a good historical essay*. These tests show that the *to*-phrase completes the meaning of the adjective. The 17 adjectives are presented in Table 5.48, arranged from the most to the least frequent.

Table 5.48. Distribution of BNC adjectives occurring in **ADJ *to* n**

	Adjective	No. of occurrences		Adjective	No. of occurrences
1	*appropriate*	1356	10	*beneficial*	221
2	*essential*	1352	11	*harmful*	183
3	*useful*	1023	12	*unacceptable*	169
4	*helpful*	639	13	*detrimental*	141
5	*vital*	562	14	*integral*	120
6	*crucial*	538	15	*critical*	117
7	*attractive*	485	16	*distasteful*	23
8	*fundamental*	282	17	*intimidating*	11
9	*damaging*	249			

5.7.2 'ADJ *to* n' pattern and Appreciation subcategories

The **ADJ *to* n** pattern includes 17 adjectives that express Appreciation. Of these, 14 are located within Valuation. They describe whether the evaluated entity is important, necessary, useful, beneficial, suitable, or harmful in relation to the entity introduced by the *to*-phrase, addressing Martin and White's (2005) probe 'Is it worthwhile?' This is illustrated by the following examples:

5.71. …*tasks should be* ***appropriate to candidates' individual levels of ability***. (EVV 263)

5.72. *These units are enormously* ***helpful to parents***… (K3K 677)

5.73. *Stress is* ***essential to success***. (EW5 1869)

5.74. *The long-term inhalation of such gases is* ***harmful to health***… (BN4 695)

The other three adjectives are located within Reaction. More specifically, *attractive* and *distasteful* are located within Reaction: Quality, because they answer Martin and White's (2005) probe 'Did I like it?'. In these cases, the evaluated entity is presented as pleasing or displeasing to the experiencer introduced by the *to*-phrase. *Intimidating* is located within Reaction: Impact, because it answers the probe 'Did it grab me?'. Here, the evaluated entity has a strong effect on that experiencer. For example:

5.75. …*investment funds were* ***attractive to investors***… (K8W 219)

5.76. *Hairy caterpillars…are usually* ***distasteful to birds***... (CJ3 55)

5.77. *Whole group work…is therefore* ***intimidating to children whose grasp of language is uncertain***. (HYA 893)

This shows that the **ADJ *to* n** pattern is primarily associated with Valuation. It can also express Reaction when the evaluation concerns how the evaluated entity affects an experiencer. By contrast, no examples of Composition were found in this pattern. Table 5.49 displays the distribution.

Table 5.49. Distribution of BNC adjectives in **ADJ *to* n** across Appreciation subcategories

ADJ *to* n					
Reaction		**Composition**		**Valuation**	
No.	3	No.	0	No.	14
attractive, distasteful, intimidating		-		*appropriate, beneficial, critical, crucial, damaging, detrimental, essential, fundamental, harmful, helpful, integral, unacceptable, useful, vital*	

5.7.3 Aligning BNC adjectives with Francis et al.'s (1998) meaning groups

17 adjectives in the **ADJ *to* n** pattern were examined and compared with the meaning groups identified by Francis et al. (1998: 464–471) to understand the distribution of evaluative meanings. First, four adjectives, *appropriate, beneficial, helpful,* and *useful*, correspond to Group 1, the 'Beneficial' group. *Useful* is not listed in Francis et al. (1998: 465) but is added because it conveys a similar meaning of being *helpful* or *advantageous*. Next, three adjectives, *damaging, detrimental,* and *harmful*, belong to Group 2, the 'Detrimental' group. In addition, four adjectives, *distasteful, unacceptable, attractive,* and *intimidating,* fall into Group 5, the 'Fascinating' and 'Infuriating' group. *Attractive* and *intimidating* do not appear in Francis et al. (1998) but are included because they share the same meaning of provoking an emotional response. Finally, the remaining six adjectives, *critical, crucial, essential, fundamental, integral* and *vital*, align with Group 7, the 'Important' group. The complete distribution of these adjectives across the relevant meaning groups is shown below:

1) The 'Beneficial' group

According to Francis et al. (1998: 65), adjectives in this group describe something that is "beneficial to someone or something." The adjectives are *appropriate* (Example 5.71)*, beneficial, helpful* (Example 5.72)*,* and *useful.* For example:

5.78. *…moderate consumption of alcohol is* ***beneficial to health***. (HU7 54)

5.79. *The guide would be particularly* ***useful to people who lived some distance away***. (CF9 482)

2) The 'Detrimental' group

As noted by Francis et al. (1998: 65), adjectives in this group express that "something causes harm to another person, thing, or situation." The adjectives are *damaging, detrimental,* and *harmful* (Example 5.74). For example:

5.80. *The loss of another title today could be* ***extremely damaging to morale***. (AAW 38)

5.81. *…the recurrent cost implications may be* ***detrimental to health ministries that are already over-committed***. **(**HWV 542**)**

3) The 'Fascinating' and 'Infuriating' group

Francis et al. (1998: 66–67) explain that adjectives in this group refer to "something makes someone react in some way, for example, with pleasure, hatred, anger, or interest." It includes *attractive, distasteful, intimidating* (see Examples 5.75-5.77) and *unacceptable.* For example:

5.82. *The very name of the new 'dictionary' would be* ***unacceptable to speakers of American English****…* (AHA 194)

4) The 'Important' group

In Francis et al. (1998: 64–71), this group includes adjectives that describe "something is an important, relevant or necessary part of something." It includes *critical, crucial, essential* (Example 5.73)*, fundamental, integral,* and *vital.* For example:

5.83. *The progress of the West Indian colonies was* ***particularly important to Britain****…* (CS5 876)

5.84. *…the teacher's role in selecting material and controlling the learning process is* ***crucial to success***. (H0Y 421)

5.85. *The respiratory system is* ***vital to life****…* (EBY 116)

5.86. *…metaphor is part of the human cognitive system, and thus* ***fundamental to thought***. (J7R 18)

5.87. *A mixed economy of care is* ***integral to government thinking***. (FT6 18)

5.88. *…sail size can be* ***critical to success*** *in the early stages*. (G2S 743)

5.7.4 'ADJ *to* n' as constructions

The **ADJ *to* n** pattern consists of a Target, an Evaluation, and a Specifier realised by the *to*-phrase. The analysis of the **ADJ *to* n** pattern reveals four distinct constructions. Each one shows a different kind of relationship between the evaluated entity and the *to*-phrase. These are Carrier + Hinge + Appreciation + Beneficiary; Actor + Hinge + Appreciation + Affected; Carrier + Hinge + Appreciation + Outcome; and Phenomenon + Hinge + Appreciation + Senser. The following sections discuss each construction in turn.

5.7.4.1 Carrier–Beneficiary Construction

In this construction, adjectives such as *important*, *vital*, *beneficial*, *helpful*, *useful*, and *appropriate* evaluate the Target in relation to the entity introduced by the *to*-phrase. The Target functions as the Carrier in a relational process, because the clause assigns a value to it rather than presenting it as doing an action. The *to*-phrase introduces the Beneficiary, that is, the person or group who matters to or benefits from the Target (Halliday and Matthiessen, 2014: 345–346). The construction can be tested using the following paraphrase:

X (Target: Carrier) matters or works well in relation to Y (Specifier: Beneficiary).
For example:

- *These units are enormously helpful to parents.*

Underlying transitivity roles:

- These units (**Target: Carrier**) work enormously well for parents (**Specifier: Beneficiary**).

In this example, *these units* functions as the Carrier because it is the entity evaluated by the adjective *helpful*. The clause does not present the units as doing an action; rather, it assigns a positive value to them. The *to*-phrase introduces *parents*, who function as the Beneficiary because they are the people who benefit from the units. Hence, the evaluation is about whether the Carrier works well for the Beneficiary. See Table 5.50 for a summary of these instances.

Table 5.50. Analysis 1: Carrier + Hinge + Appreciation + Beneficiary

Target	**Hinge**	**Evaluation**	**Specifier**
Carrier	**Hinge**	**Appreciation**	**Beneficiary**
Home burials	are	important	to children

The electronic light and sound equipment	can be	vital	to children who can't get to other toys easily
Moderate consumption of alcohol	is	beneficial	to health
These units	are	enormously helpful	to parents
The guide	would be	particularly useful	to people who lived some distance away
Tasks	should be	appropriate	to candidates' individual levels of ability

5.7.4.2 Actor–Affected Construction

In this construction, adjectives such as *damaging*, *detrimental* and *harmful* evaluate the negative effect of one entity on another. The Target in this construction functions as the Actor in a material process, while the *to*-phrase introduces the Affected entity (Hunston and Su, 2019: 582). The examples in Table 5.51 can be tested using the following diagnostic paraphrase:

What X (Target: Actor) does is negatively affect Y (Specifier: Affected).

For example:

- *The loss of another title today could be extremely damaging to morale*.

Underlying transitivity roles:

- What the loss of another title (**Target: Actor**) could do is negatively affect morale (**Target: Affected**).

In this example, *the loss of another title* functions as the Actor, while *morale* is the Affected. Thus, the evaluation hinges on whether the Actor has a negative effect on the Affected entity introduced by the *to*-phrase. See Table 5.51 for a summary of these instances.

Table 5.51. Analysis 2: Carrier + Hinge + Appreciation + Affected

Target	**Hinge**	**Evaluation**	**Specifier**
Actor	**Hinge**	**Appreciation**	**Affected**
The loss of another title today	could be	extremely damaging	to morale
Cost implications	may be	detrimental	to health ministries
The long-term inhalation of such gases	is	harmful	to health

5.7.4.3 Carrier–Outcome Construction

In this construction, adjectives such as *critical*, *crucial*, *essential*, *fundamental*, *integral*, *vital*, and *beneficial* evaluate the Target in relation to an outcome introduced by the *to*-phrase. The Target functions as the Carrier in a relational process, because the clause assigns importance, necessity, or usefulness to it. The *to*-phrase introduces the Outcome, that is, the result that the Target helps to achieve.

Some examples are borderline between Purpose and Outcome, especially when the *to*-phrase contains an *-ing* form, as in *essential to building teamwork* or *beneficial to reaching a quick and satisfactory solution*. These can be read as activities. However, they are treated here as Outcome because the **ADJ *to* n** pattern presents the *to*-phrase as the result towards which the Target is important, necessary, or useful. By contrast, in the **ADJ *for* n** pattern, the *for*-phrase more typically introduces a Purpose, that is, what the Target is used or needed for. The emphasis in the present **ADJ *to* n** examples is therefore on the result to be achieved, such as *teamwork* or *a quick and satisfactory solution*, rather than on the activity alone. Examples can be tested using the following diagnostic paraphrase:

X (Target: Carrier) matters or works well in bringing about Y (Specifier: Outcome).

For example:

- *A good relationship with them in these other areas will often be beneficial to reaching a quick and satisfactory solution.*

Underlying transitivity roles:

- A good relationship with them in other areas (**Target: Carrier**) will often work well in bringing about a quick and satisfactory solution (**Specifier: Outcome**).

In this example, *a good relationship* functions as the Carrier, because it is the entity evaluated by the adjective *beneficial*. The *to*-phrase introduces *reaching a quick and satisfactory solution*, which is analysed as Outcome. Although this phrase contains an *-ing* form and could be read as a process, the emphasis here is on the result to be achieved: *a quick and satisfactory solution*. This is shown in Table 5.52.

Table 5.52. Analysis 3: Carrier + Hinge + Appreciation + Outcome

Target	**Hinge**	**Evaluation**	**Specifier**
Carrier	**Hinge**	**Appreciation**	**Outcome**
A good relationship with them in these other areas	will often be	beneficial	to reaching a quick and satisfactory solution

Sail size	can be	critical	to success
The teacher's role	is	crucial	to success
A sense of common purpose and identity	is	essential	to building teamwork
These skills	are	fundamental	to writing a good historical essay
A mixed economy of care	is	integral	to government thinking

5.7.4.4 Phenomenon–Senser Construction

In this construction, adjectives such as *attractive*, *distasteful* and *intimidating* construe an underlying mental process in which the Target acts as the Phenomenon and the specified element as the Senser. Here, the Target is labelled as the Phenomenon because it is the thing that produces the reaction. The *to*-phrase introduces the Senser, because it names the person or animal who experiences that reaction (Halliday and Matthiessen, 2014: 249). Examples can be tested using the following diagnostic paraphrase:

X (Target: Phenomenon) (does not) appeal to or impact Y (Specifier: Senser).

For example:

- *Long term investment funds were attractive to investors.*

Underlying transitivity roles:

- Long term investment funds (**Target: Phenomenon**) appealed to investors (**Specifier: Senser**).

In this example, *long-term investment funds* functions as the Phenomenon, because it is the entity that prompts the response. The *to*-phrase introduces *investors*, who function as the Senser because they experience that response. This is shown in Table 5.53.

Table 5.53. Analysis 4: Phenomenon + Hinge + Appreciation + Senser

Target	**Hinge**	**Evaluation**	**Specifier**
Phenomenon	**Hinge**	**Appreciation**	**Senser**
Long term investment funds	were	attractive	to investors
Hairy caterpillars	are	distasteful	to birds
Whole group work	is	intimidating	to children whose grasp of language is uncertain

5.7.5 Comparing the constructions with Francis et al.'s (1998) meaning groups

The comparison with Francis et al.'s (1998) meaning groups shows that the **ADJ *to* n** constructions broadly correspond to four lexical groups: 'Beneficial', 'Important', 'Detrimental', and 'Fascinating' and 'Infuriating'.

First, the 'Beneficial' and 'Important' groups mainly occur in the Carrier–Beneficiary and Carrier–Outcome constructions, depending on whether the *to*-phrase introduces a person/group, as in *important to children* or an outcome, as in *beneficial to reaching a quick and satisfactory solution*.

Second, adjectives in the 'Detrimental' group, such as *damaging*, *detrimental*, and *harmful*, occur in the Actor–Affected construction. These adjectives evaluate the negative effect of the Target on the entity introduced by the *to*-phrase.

The 'Fascinating' and 'Infuriating' group corresponds to the Phenomenon–Senser construction when the adjective evaluates an experiencer's response, as with *attractive*, *distasteful*, and *intimidating*. However, *unacceptable* is treated here as Carrier–Beneficiary because it evaluates whether it meets the standards of the entity introduced by the *to*-phrase, rather than whether that entity simply likes or dislikes it.

This suggests that the **ADJ *to* n** pattern links different meaning groups to different participant roles: 'Beneficial' and 'Important' adjectives mainly evaluate value for a person or outcome, 'Detrimental' adjectives evaluate harm to an affected entity, and 'Fascinating' and 'Infuriating' adjectives evaluate an experiencer's response.

5.7.6 Aligning the constructions within Appreciation subcategories

The ADJ *to* n pattern gives rise to four constructions that cover two Appreciation subcategories: Valuation and Reaction. These constructions are discussed below.

5.7.6.1 Valuation and three Constructions

Three constructions are located within Valuation: Carrier + Hinge + Appreciation + Beneficiary, Carrier + Hinge + Appreciation + Outcome, and Actor + Hinge + Appreciation + Affected. These constructions evaluate the Target in terms of how important, beneficial or harmful an entity is. This is illustrated in Tables 5.54–5.56.

Table 5.54. Carrier + Hinge + Appreciation: Valuation + Beneficiary

Target	**Hinge**	**Evaluation**	**Specifier**
Carrier	**Hinge**	**Appreciation: Valuation**	**Beneficiary**
Moderate consumption of alcohol	is	beneficial	to health
Home burials	are	important	to children

Table 5.55. Carrier + Hinge + Appreciation: Valuation + Outcome

Target	**Hinge**	**Evaluation**	**Specifier**
Carrier	**Hinge**	**Appreciation: Valuation**	**Outcome**
A good relationship with them in these other areas	will often be	beneficial	to reaching a quick and satisfactory solution
Sail size	can be	critical	to success

Table 5.56. Actor + Hinge + Appreciation: Valuation + Affected

Target	**Hinge**	**Evaluation**	**Specifier**
Actor	**Hinge**	**Appreciation: Valuation**	**Affected**
Cost implications	may be	detrimental	to health ministries

5.7.6.2 Reaction: Quality Impact and the Phenomenon-Senser Construction

The Phenomenon + Hinge + Appreciation + Senser construction covers the two subtypes of Reaction: Quality and Impact. More specifically, *distasteful* is located within Reaction: Quality, because it presents the evaluated entity as displeasing to the Senser. *Intimidating* is located within Reaction: Impact, because it presents the evaluated entity as having a strong impact on the Senser. These are shown in Table 5.57.

Table 5.57. Phenomenon + Hinge + Appreciation: Reaction: Quality + Senser

Target	**Hinge**	**Evaluation**	**Specifier**
Phenomenon	**Hinge**	**Appreciation: Reaction: Quality/Impact**	**Senser**
Hairy caterpillars	are	distasteful	to birds
Whole group work	is	intimidating	to children whose grasp of language is uncertain

5.7.7 Summary

The analysis of the **ADJ *to* n** pattern in the BNC identified 17 adjectives that express Appreciation. Of these, 14 are located within Valuation, as they assess importance, benefit, or harm, while three are located within Reaction, as they express an experiencer's response. The adjectives are distributed across four meaning groups: the 'Beneficial' group (*appropriate*, *beneficial*, *helpful*, *useful*), the 'Detrimental' group (*damaging*, *detrimental*, *harmful*), the 'Fascinating' and 'Infuriating' group (*attractive*, *distasteful*, *intimidating*), and the 'Important' group (*important*, *integral*, *vital*, *essential*, *fundamental*, *critical*, *crucial*).

Four constructions were identified: Carrier + Hinge + Appreciation + Beneficiary**,** Carrier + Hinge + Appreciation + Outcome**,** Actor + Hinge + Appreciation + Affected**,** and Phenomenon + Hinge + Appreciation + Senser. The first three cover Valuation, while the last covers Reaction. The *to*-phrase can introduce different participant roles depending on the meaning of the adjective: a Beneficiary, an Outcome, an Affected entity, or a Senser.

Compared with Francis et al.'s (1998) meaning groups, **ADJ *to* n** shows a broad link between lexical meaning and construction. The 'Beneficial' and 'Important' groups occur mainly in the Carrier–Beneficiary and Carrier–Outcome constructions, while the 'Detrimental' group corresponds to Actor-Affected and the 'Fascinating' and 'Infuriating' groups to Phenomenon–Senser. However, the match is not one-to-one: *beneficial*, for example, can occur in either Carrier-Beneficiary or Carrier-Outcome, depending on whether the *to*-phrase introduces a person/group or an outcome. This suggests that the role of the *to*-phrase depends on both adjective meaning and the noun group it introduces. The following section analyses **ADJ *towards/toward* n**.

5.8 ADJ *towards/toward* n

ADJ *toward(s)* n is a pattern described by Francis et al. (1998: 472–473). In this pattern, the adjective is followed by a prepositional phrase starting with *towards/toward* and a noun group. For example:

Table 5.58. Adjectives occurring in **ADJ *toward(s)* n**

	Adjective	***over***	**noun group**
Statements are either	favourable or unfavourable	*towards*	the object

In Francis et al. (1998: 472–473), there are 50 adjectives that follow this pattern, and they are divided into four meaning groups. Table 5.59 presents the meaning groups with examples.

Table 5.59. Francis et al.'s (1998) meaning groups for **ADJ *toward(s)* n**

	Meaning group in Francis et al. (1998)	**Examples from Francis et al. (1998)**		**Meaning group in Francis et al. (1998)**	**Examples from Francis et al. (1998)**
1	'Sympathetic' Group	*friendly, warm*	11	'Ambivalent' Group	*cool, indifferent*
2	'Aggressive' Group	*abusive, bitter*	12	'Oriented' Group	*biased, slanted*

5.8.1 Corpus evidence and diagnostic screening for ADJ *toward(s)* n

A search for this pattern in the corpus returned 656 results. Among the 88 adjectives that occurred more than once, three adjectives: *favourable, helpful and unfavourable* were identified as passing the diagnostic tests and expressing meanings related to Appreciation.

The three adjectives were retained because the *towards*-phrase is part of the adjective pattern. This is shown by wh-questioning: *What are the statements favourable or unfavourable towards?* and *What is the guidance helpful towards?* In each case, the *towards*-phrase specifies the direction of the evaluation: *favourable* and *unfavourable* indicate positive or negative orientation towards an object, while *helpful* indicates usefulness directed towards an outcome. Table 5.60 shows these adjectives and the number of their occurrences in the BNC.

Table 5.60. Distribution of BNC adjectives realising Appreciation in **ADJ *toward(s)* n**

	Adjective	**No. of occurrences**
1	*favourable*	3
2	*helpful*	2
3	*unfavourable*	2

5.8.2 'ADJ *toward(s)* n' pattern and Appreciation subcategories

Two concordance lines were retained for the **ADJ *toward(s)* n** pattern. They represent three adjectives: *favourable, unfavourable,* and *helpful*. This suggests that the pattern is not especially productive for Appreciation meanings in the BNC. The remaining adjectives were excluded because they mainly expressed feelings or attitudes towards people or things, rather than Appreciation. Although *favourable* and *unfavourable* occur in the same concordance line, they are counted as separate adjective types because they express opposite evaluative orientations.

The retained adjectives are located within Valuation. *Favourable* and *unfavourable* evaluate whether *statements* have a positive or negative orientation towards an object, while *helpful* evaluates whether *instruction, training, and guidance* contribute positively towards an outcome. Martin and White's (2005) Valuation probe 'Is it worthwhile?' is therefore adapted here as: 'Is the value of the evaluated entity positive or useful towards the other entity?' The three adjectives are illustrated below and presented in Table 5.61:

5.89. *Statements are… **favourable**…**towards the object**.* (HCD 127)

5.90. *…stimulating instruction, technical training and well-directed guidance …are… most **helpful towards healthy living and self-control**.* (B1T 508)

5.91. *Statements are…**unfavourable towards the object**.* (HCD 127)

Table 5.61. Distribution of adjectives occurring in **ADJ *towards* n** across Appreciation subcategories

ADJ *toward(s)* n					
Reaction		**Composition**		**Valuation**	
No.	0	No.	0	No.	3
-		-		*favourable, helpful, unfavourable*	

5.8.3 Aligning BNC adjectives with Francis et al.'s (1998) meaning groups

Looking at the meaning groups proposed by Francis et al. (1998: 472), the three adjectives retained for **ADJ *toward(s)* n** can be grouped under Francis et al.'s (1998) 'Sympathetic' group, although the definition is broadened for the present data. In Francis et al. (1998), this group mainly refers to positive feelings towards someone or something, which would be closer to Affect in Appraisal terms. In the present data, however, the adjectives do not primarily describe feelings. Rather, they express a positive, negative, or helpful orientation towards something.

In the present study, however, the retained adjectives are included only where they evaluate an entity or statement rather than a person's feelings. Thus, *favourable* and *unfavourable* express positive or negative evaluative orientation towards an object, while *helpful* expresses value towards something. These uses are therefore treated as Appreciation: Valuation. The group label Sympathetic is therefore retained, but used more broadly to cover an evaluative orientation towards an entity. Thus, one group is presented below:

1) The 'Sympathetic' group

These adjectives indicate that something has a positive, negative, or helpful orientation towards another thing. This group includes *favourable, helpful,* and *unfavourable* (See Examples 5.89–5.91 above).

5.8.4 'ADJ *toward(s)* n' as constructions

The **ADJ *toward(s)* n** pattern is unusual in the present analysis because the *towards*-phrase does not have the same function in all examples. In *favourable/unfavourable towards the object*, the entity before the adjective, *statements*, functions as the Evaluator, while the *towards*-phrase introduces the Target of that evaluation. By contrast, in *helpful towards healthy living and self-control*, the Target occurs in its usual position before the adjective, and the *towards*-phrase functions as the Specifier, identifying the Outcome towards which the helpfulness is directed. The two constructions are discussed in more detail below.

5.8.4.1 Sayer–Topic Construction

The examples with *favourable* and *unfavourable* are different from the other **ADJ *toward(s)* n** examples. In *statements are favourable/unfavourable towards the object*, the subject *statements* is not the evaluated entity in the usual Appreciation sense. Rather, *the statements* functions as the source of evaluation, expressing a positive or negative stance towards *the object*. The evaluated entity is therefore realised in the *towards*-phrase, not in subject position. This is unusual in the present data, since most Appreciation patterns realise the Target before the adjective. This can be tested using the following diagnostic paraphrase:

X (Evaluator: Sayer) expresses a favourable or unfavourable evaluation of Y (Target: Topic).

For example:

- *Statements are favourable towards the object*.

Underlying transitivity roles:

- Statements (**Evaluator: Sayer**) express a favourable evaluation of the object (**Target: Topic**).

In this example, *statements* functions as the Sayer in a verbal process, while *the object* functions as the Topic. The evaluation itself is the favourable or unfavourable stance expressed by the statements. Thus, *the object* is not the Verbiage, because it is not the content being expressed; rather, it is what the evaluation is about.

This use is also close to cases of Affect with human subjects, as in *a person is favourable towards an object*, where the subject would be a conscious experiencer. In the present example, however, the subject is not human but textual: *statements* encode an evaluative stance. For this reason, the example is treated as an unusual Appreciation case in which the source of evaluation, labelled as Evaluator, occurs before the adjective and the Target occurs in the Specifier, as shown in Table 5.62.

Table 5.62. Analysis 1: Evaluator: Sayer + Hinge + Appreciation + Target: Topic

Evaluator	**Hinge**	**Evaluation**	**Target**
Sayer	**Hinge**	**Appreciation**	**Topic**
Statements	are	favourable	towards the object
Statements	are	unfavourable	towards the object

5.8.4.2 Carrier–Outcome Construction

One adjective from the 'Sympathetic' group instantiates this construction: *helpful*. Unlike *favourable* and *unfavourable*, the evaluated entity occurs before the adjective functions as the Carrier in a relational process (Halliday and Matthiessen, 2014: 267–268). The *towards*-phrase introduces the Outcome, that is, the result or end-state that the Target helps to bring about. This can be tested using the diagnostic paraphrase:

X (Target: Carrier) works well in bringing about Y (Specifier: Outcome).

For example:

- *Stimulating instruction, technical training and well-directed guidance…are…most helpful towards healthy living and self-control*.

Underlying transitivity roles:

- Stimulating instruction, technical training and well-directed guidance (**Target**: **Carrier**) works well in bringing about healthy living and self-control (**Specifier**: **Outcome**).

Here, the evaluated entity *stimulating instruction, technical training and well-directed guidance* is the Carrier. The *towards*-phrase introduces *healthy living and self-control*, which functions as the Outcome. The evaluation depends on whether the Carrier contributes positively towards that Outcome, as shown in Table 5.63.

Table 5.63. Analysis 2: Carrier + Hinge + Appreciation + Outcome

Target	**Hinge**	**Evaluation**	**Specifier**
Carrier	**Hinge**	**Appreciation**	**Outcome**
Stimulating instruction, technical training and well-directed guidance	are	most helpful	towards healthy living and self-control.

5.8.5 Comparing the constructions with Francis et al.'s (1998) meaning groups

The comparison with Francis et al.'s (1998) meaning groups is limited in this case. *Favourable* and *helpful* are associated with Francis et al.'s 'Sympathetic' group, which mainly concerns attitudes or feelings towards someone or something. In the present data, however, the retained examples are analysed as Appreciation only where they evaluate an object, statement, or outcome rather than a human emotional response. The correspondence with Francis et al.'s (1998) group is therefore partial: the adjectives are lexically related to the 'Sympathetic' group, but their function in the present analysis is different.

5.8.6 Aligning the constructions within Appreciation subcategories

Two constructions proposed for the **ADJ *toward(s)* n** pattern are located within Valuation: Sayer + Hinge + Appreciation + Topic and Carrier + Hinge + Appreciation + Outcome. They are grouped under Valuation because both evaluate value or usefulness in relation to something introduced by the *towards*-phrase. This is discussed below.

5.8.6.1 Valuation: Sayer–Topic and Carrier–Outcome Constructions

The Sayer–Topic and Carrier–Outcome constructions are both located within Valuation. In the first, *favourable* and *unfavourable* express a positive or negative evaluation of the Topic introduced by the towards-phrase. In the second, *helpful* evaluates whether the Carrier contributes positively towards the Outcome introduced by the towards-phrase. Thus, both constructions express Valuation, although they involve different underlying roles. This is presented in both 5.64 and 5.65

Table 5.64. Sayer + Hinge + Appreciation: Valuation + Topic

Evaluator	**Hinge**	**Evaluation**	**Target**
Sayer	**Hinge**	**Appreciation: Valuation**	**Topic**
Statements	are	favourable	towards the object

Statements	are	unfavourable	towards the object

Table 5.65. Carrier + Hinge + Appreciation: Valuation + Outcome

Target	**Hinge**	**Evaluation**	**Specifier**
Carrier	**Hinge**	**Appreciation: Valuation**	**Outcome**
Stimulating instruction, technical training and well-directed guidance	are	most helpful	towards healthy living and self-control.

5.8.7 Summary

In the **ADJ *toward(s)* n** pattern, three adjectives were identified in the BNC: *favourable*, *unfavourable*, and *helpful*. All are located within Valuation in Appreciation. They partly correspond to Francis et al.'s (1998) 'Sympathetic' group, but the match is limited because that group mainly concerns attitude or feeling. In the present analysis, *favourable* and *unfavourable* form a Sayer + Hinge + Appreciation + Topic construction, where the subject expresses an evaluative stance and the *towards*-phrase introduces the Topic. *Helpful* forms a Carrier + Hinge + Appreciation + Outcome construction, where the *towards*-phrase introduces the Outcome to which the Carrier contributes positively. The next section analyses **ADJ *with* n**.

5.9 ADJ *with* n

Among the adjective patterns that are followed by a preposition, **ADJ *with* n** is the sixteenth described by Francis et al. (1998: 473–480). In this pattern, the adjective is followed by a prepositional phrase starting with *with* and a noun group. For example:

Table 5.66. Adjectives occurring in **ADJ *with* n**

	adjective	***with***	**noun group**
His Essay was	incompatible	*with*	this story
The wet garden was	alive	*with*	smells

According to Francis et al. (1998), there are 315 adjectives that follow this pattern, which are divided into 18 semantic groups, and another miscellaneous group containing 17 adjectives. Table 5.67 presents the meaning groups with examples.

Table 5.67. Francis et al.'s (1998) meaning groups for **ADJ *with* n**

	Meaning group in Francis et al. (1998)	Examples from Francis et al. (1998)		Meaning group in Francis et al. (1998)	Examples from Francis et al. (1998)
1	'Angry' Group	*cross, livid*	10	'Bright' Group	*ablaze, radiant*
2	'Patient' Group	*careful, strict*	11	'Flecked' Group	*banded, spotted*
3	'Lavish' Group	*generous, mean*	12	'Coated' Group	*covered, crusted*
4	'Breathless' Group	*blind, dizzy*	13	'Inlaid' Group	*pitted, pocked*
5	'Involved' Group	*busy, tied up*	14	'Decorated' Group	*arrayed, tinted*
6	'Familiar' Group	*acquainted, out of touch*	15	'Fragrant' Group	*pungent, sweet*
7	'Excellent' Group	*adept, handy*	16	'Comparable' Group	*aligned, consistent*
8	'Cursed' Group	*blessed, imbued*	17	'Okay' Group	*fine, popular*
9	'Awash' Group	*alive, ripe*	18	'Lucky' Group	*successful, unlucky*

5.9.1 Corpus evidence and diagnostic screening for ADJ *with* n

A query of this sequence returned 37,738 hits. Among the 1,413 adjectives that occurred more than once in the corpus, only 14 were selected for further analysis because they express Appreciation and passed the pattern diagnostic tests. *Wh*-questioning confirms that the *with*-phrase is part of the adjective pattern. For example, *This hypothesis is compatible with earlier results* can be tested as: What is this hypothesis compatible with?. The answer is *earlier results*. The same applies to examples such as *The whole area seemed fraught with danger*, and *Nature is replete with cycling processes*, where the questions What was the whole area fraught with? and What is nature replete with? show that the *with*-phrase completes the meaning of the adjective. The 14 adjectives are presented in Table 5.68, arranged from the most to the least frequent.

Table 5.68. Distribution of adjectives occurring in **ADJ *with* n** from the BNC

	Adjective	No. of occurrences		Adjective	No. of occurrences
1	*consistent*	1313	8	*fraught*	193
2	*compatible*	689	9	*identical*	160
3	*incompatible*	350	10	*awash*	100

4	*inconsistent*	316	11	*commensurate*	96
5	*comparable*	308	12	*pregnant*	89
6	*synonymous*	276	13	*replete*	63
7	*alive*	194	14	*rich*	60

5.9.2 'ADJ *with* n' pattern and Appreciation subcategories

The 14 adjectives in the **ADJ *with* n** pattern show how this pattern expresses Appreciation through comparison and richness or fullness. Using Martin and White's (2005) diagnostic probes, eight adjectives are located within Composition: Balance: *comparable*, *compatible*, *consistent*, *identical*, *synonymous*, *incompatible*, *inconsistent*, and *commensurate*. These adjectives address the probe 'Did it hang together?', because the evaluation is concerned with how well one entity aligns with another entity introduced by the *with*-phrase. For example:

5.92. *Results in studies of diabetic patients are* ***consistent with this hypothesis***. (EA1 514)

5.93. *This hypothesis is* ***compatible with earlier results***. (CRM 1472)

5.94. *…the results from one type of test are* ***comparable with those from the others***. (H0U 1531)

5.95. *Pattern perception is* ***synonymous with object recognition***. (JSY 287)

5.96. *Many of the teapots… are* ***identical with the old bargee's teapot***… (G09 1653)

5.97. *His Essay was clearly* ***incompatible with this story***… (GU7 237)

5.98. *The directors' report is not* ***inconsistent with the financial statements***… (CBX 3256)

5.99. *…the impact of teacher appraisal on school improvement will be* ***commensurate with the cost of such schemes***. (FAM 298)

In addition, six adjectives are located within Reaction: *alive*, *bright*, *fraught*, *heavy*, *pregnant*, and *rich*. These adjectives relate to Martin and White's probes 'Did it grab me?' such as *alive*, *bright*, *fraught*, *heavy*, and *pregnant*; and 'Did it please me?' such as *rich*. They evaluate the sensory or atmospheric effect created by the quality introduced in the *with*-phrase. For example, *alive with smells* suggests vivid sensory impact, *fraught with danger* suggests a threatening atmosphere, and *rich with opportunities* suggests positive potential.

Some cases, such as *awash*, *replete*, and *rich*, also carry a sense of abundance, but in the present examples they are treated as Reaction because the evaluation depends on the impression created by what is introduced in the *with*-phrase. For example:

5.100. *The wet garden was* ***alive with smells****...* (HJH 1988)

5.101. *The whole area seemed* ***fraught with danger****.* (BP1 1548)

5.102. *The main room was* ***awash with bowls of pink*** *and white carnations*. (JY4 253)

5.103. *Religious affairs were* ***pregnant with possibilities****.* (HXX 1455)

5.104. *Nature is* ***replete with cycling processes****.* (BMY 1312)

5.105. *The market is* ***rich with opportunities****.* (AJA 1215)

In sum, the **ADJ *with* n** pattern is among the more productive patterns, with 14 instances identified as realising Appreciation. It is used to express Reaction and Composition, with no examples found for Valuation. Table 5.69 below lists the adjectives that occur in this pattern.

Table 5.69. Distribution of BNC adjectives in **ADJ *with* n** across Appreciation

ADJ *with* n					
Reaction		**Composition**		**Valuation**	
No.	6	No.	8	No.	0
alive, awash, fraught, pregnant, replete, rich		*commensurate, comparable, compatible, consistent, identical, incompatible, inconsistent, synonymous*		-	

5.9.3 Aligning BNC adjectives with Francis et al.'s (1998) meaning groups

This section examines how evaluative meanings are realised in the **ADJ *with* n** pattern by analysing 14 adjectives and comparing them with the meaning groups in Francis et al. (1998: 473–480). Five adjectives, *alive, awash, fraught, replete,* and *rich*, belong to Group 9, the 'Awash' group; *pregnant* was also added to this category because it shares the same sense of being "filled with" something. Furthermore, the remaining eight adjectives, *commensurate, comparable, compatible, consistent*, *identical*, *incompatible*, *inconsistent*, and *synonymous,* align with Group 16, the 'Comparable' group. Thus, the full distribution of adjectives across these meaning groups is presented below:

1) The 'Comparable' group

Francis et al. (1998: 475) note that these adjectives "describe relationships of similarity, difference, or lack of connection between two or more entities." These adjectives include *commensurate*, *comparable*, *compatible*, *consistent*, *identical*, *incompatible*, *inconsistent*, and *synonymous* (See Examples 5.92–5.99 above).

2) The 'Awash' group

Francis et al. (1998: 477) explain that adjectives in this group suggest that "there is a lot of something in a place or thing or situation, which might be desirable or undesirable." These include *alive, awash, fraught, pregnant, replete,* and *rich* (See Examples 5.100–5.105 above)

5.9.4 'ADJ *with* n' as constructions

As in the previous pattern, the 14 Appreciation adjectives identified in this study can be described using four main elements: a Target, a Hinge, an Evaluation, and a Specifier expressed by the *with*-phrase. On the surface, all examples of the **ADJ *with* n** pattern share this same structure.

A closer look, however, shows that the relationship between the Target and the Specifier is different. Instead, the data reveal recurring relational patterns that point to different underlying constructions, such as Carrier–Comparator and Token–Value. For this reason, **ADJ *with* n** is treated here not as a single construction but as two distinct constructions, each analysed separately in the following sections using probe-based analysis.

5.9.4.1 Carrier–Comparator Construction

In these clauses, adjectives such as *incompatible, compatible, comparable, synonymous, identical, inconsistent,* and *commensurate*, construe a relational evaluation of correspondence between two entities. Although the surface structure shows that these are realised as attributive relational clauses, the underlying meaning of these sentences also evaluates an implicit comparison in a relation process, in which the Target, labelled as Carrier, is evaluated relative to a Comparator typically realised as a *with-phrase* . Hence, the clauses follow the structure Carrier + Hinge + Appreciation + Comparator. Examples can be tested using the following diagnostic paraphrase:

X (Target: Carrier) is compared in relation to Y (Specifier: Comparator).
For example:

- *…the results from one type of test are comparable with those from the others*.

Underlying transitivity roles:

- The results from one type of test (**Target: Carrier**) are compared in relation to those from the others (**Specifier: Comparator**).

In this example, *the results from one type of test* functions as the Carrier, and *those from the others* functions as the Comparator. The evaluation depends on the kind of similarity or

difference expressed by the adjective. The same analysis can be applied to all instances in Table 5.70.

Table 5.70. Analysis 1: Carrier + Hinge + Appreciation + Comparator

Target	**Hinge**	**Evaluation**	**Specifier**
Carrier	**Hinge**	**Appreciation**	**Comparator**
Results in studies of diabetic patients	are	consistent	with this hypothesis
This hypothesis	is	compatible	with earlier results
The results from one type of test	are	comparable	with those from the others
Pattern perception	is	synonymous	with object recognition
Many of the teapots	are	identical	with the old bargee's teapot
His Essay	was	clearly incompatible	with this story
The directors' report	is not	inconsistent	with the financial statements
The impact of teacher appraisal on school improvement	will be	commensurate	with the cost of such schemes

5.9.4.2 Carrier–Content Construction

When reviewing the underlying meaning of the concordance lines, adjectives in this construction, such as *alive*, *awash*, *fraught*, *pregnant*, *replete*, and *rich*, indicate the state of something that seems full of another quality or element. Examples, as in Table 5.53, can be tested using the following diagnostic paraphrase:

X (Target: Carrier) is full of Y (Specifier: Content).

For example:

- *The wet garden was alive with smells*.

Underlying transitivity roles:

- The wet garden (**Target: Carrier**) was full of smells (**Specifier: Content**).

In this example, *the wet garden* functions as the Carrier in a relational process because the adjective *alive (with)* construes the Carrier as containing a noticeable amount of something, and *smells* functions as the Content. The same analysis can be applied to all instances in Table 5.71.

Table 5.71. Analysis 2: Carrier + Hinge + Appreciation + Content

Target	**Hinge**	**Evaluation**	**Specifier**
Carrier	**Hinge**	**Appreciation**	**Content**
The wet garden	was	alive	with smells
The whole area	seemed	fraught	with danger
Polling stations	would be	awash	with coffee machines and potted plants
Religious affairs	were	pregnant	with possibilities
Nature	is	replete	with cycling processes
The market	is	rich	with opportunities

5.9.5 Comparing the constructions with Francis et al.'s (1998) meaning groups

ADJ *with* n pattern shows a clear link between Francis et al.'s (1998) meaning groups and the constructions identified in the present analysis. The 'Comparable' group includes adjectives such as *commensurate*, *comparable*, *compatible*, *consistent*, *identical*, *incompatible*, *inconsistent*, and *synonymous*. These adjectives occur in the Carrier + Hinge + Appreciation + Comparator construction, in which the *with*-phrase introduces the entity to which the Target is compared.

The 'Awash' group includes adjectives such as *alive*, *awash*, *fraught*, *pregnant*, *replete*, and *rich*. These adjectives occur in the Carrier + Hinge + Appreciation + Content construction, where the *with*-phrase introduces the entity that characterises the Target.

This comparison shows that the two Francis et al. (1998) meaning groups correspond broadly to two different constructions. That is, Carrier–Comparator for comparison, and Carrier–Content for fullness.

5.9.6 Aligning the constructions within Appreciation subcategories

The **ADJ *with* n** pattern gives rise to two constructions that express Appreciation: Carrier + Hinge + Appreciation + Comparator and Carrier + Hinge + Appreciation + Content. These constructions are located within Composition: Balance and Reaction, respectively. The classifications are based on Martin and White's (2005) Appraisal probes and are discussed below.

5.9.6.1 Composition: Balance and The Carrier-Comparator Construction

Adjectives in the Carrier + Hinge + Appreciation + Comparator construction are located within Composition: Balance. They evaluate whether one entity is or is not comparable in

relation to another entity introduced by the *with*-phrase. This corresponds to Martin and White's probe 'Did it hang together?'. The construction is illustrated in Table 5.72 below.

Table 5.72. Carrier + Hinge + Appreciation: Composition: Balance + Comparator

Target	**Hinge**	**Evaluation**	**Specifier**
Carrier	**Hinge**	**Appreciation: Composition: Balance**	**Comparator**
The results from one type of test	are	comparable	with those from the others
The directors' report	is not	inconsistent	with the financial statements

5.9.6.2 Reaction: Quality/Impact and The Carrier-Content Construction

The Carrier + Hinge + Appreciation + Content construction is located within Reaction. It covers Reaction: Quality when the adjective evaluates a pleasing or desirable impression, as in *rich with opportunities*, and Reaction: Impact when it evaluates a strong sensory or atmospheric impression, as in *fraught with danger*. The *with*-phrase introduces the Content that creates the impression, as shown in Table 5.73 below.

Table 5.73. Carrier + Hinge + Appreciation: Reaction: Quality/Impact + Content

Target	**Hinge**	**Evaluation**	**Specifier**
Carrier	**Hinge**	**Appreciation: Reaction: Quality/Impact**	**Content**
The market	is	rich	with opportunities
The whole area	seemed	fraught	with danger

5.9.7 Summary

To sum up, a total of 14 adjectives were identified in the **ADJ *with* n** pattern from the BNC. These adjectives are located within two subtypes of Appreciation: Composition and Reaction. The adjectives *commensurate*, *comparable*, *compatible*, *consistent*, *identical*, *incompatible*, *inconsistent*, and *synonymous* express Composition: Balance. The adjectives *alive*, *awash*, *fraught*, *pregnant*, *replete*, and *rich* express Reaction.

These adjectives are distributed across two meaning groups in Francis et al. (1998): the 'Comparable' and 'Awash' groups. The analysis identified two constructions: Carrier + Hinge + Appreciation + Comparator and Carrier + Hinge + Appreciation + Content. The

Carrier–Comparator construction is associated with the ‘Comparable’ group, while the Carrier–Content construction is associated with the ‘Awash’ group.

This shows that the *with*-phrase plays different roles across the pattern. It may introduce a Comparator, the entity in relation to which the Carrier is compared or Content, the element that fills the Carrier.

5.10 Chapter summary

This chapter has analysed the remaining eight adjective–preposition patterns selected for the present study. Together with the previous chapter, it completes the analysis of the sixteen patterns examined in this thesis. The next chapter brings the findings from both analysis chapters together and discusses their implications for transitivity, meaning groups, Appreciation, and the local grammar of evaluation.

6 DISCUSSION

6.1 Introduction

This chapter discusses the main findings of the study and their significance for the analysis of adjective–preposition patterns expressing Appreciation. The chapter brings together the results of the previous two analysis chapters and explains what they show about evaluative meaning, transitivity, Pattern Grammar, Appraisal theory, and local grammar.

Section 2 gives an overview of the main findings. Section 3 discusses how transitivity helps explain evaluative constructions. Section 4 revisits Francis et al.'s (1998) meaning groups through constructional analysis. Section **5** considers the role of the prepositional phrase in evaluative constructions. Section 6 examines the relationship between prepositional patterns, participant roles, and the Appreciation subtype. Finally, Section 7 explains the implications of the findings for a local grammar of evaluation.

6.2 Overview of the main findings

This chapter discusses the main findings of the study and considers their implications for the analysis of the adjective patterns under investigation. Building on Hunston and Su's (2019) account of evaluative constructions, the study examined instances of adjective + preposition + noun patterns in the BNC in order to explore how Appreciation is expressed through recurring form–meaning pairings. More specifically, the study aimed to develop a local-grammar account of Appreciation in these patterns by identifying the constructions in which they occur. To do so, it used both an evaluation structure and a transitivity analysis to make explicit the underlying participant relations in the corpus instances and to describe them through functional labels. From this perspective, the analysis also provides a basis for re-examining the meaning groups proposed in Francis et al. (1998). It shows where those groups are supported, where they can be further specified, and where a construction-based account offers a clearer explanation. Overall, the findings show that evaluative meaning becomes clearer when adjective patterns are analysed as constructions rather than as surface forms.

One of the clearest points reinforced by the analysis is that a single surface pattern does not necessarily correspond to a single meaning, even within a single meaning group.

This lack of one-to-one mapping is already recognised in Pattern Grammar, where the relationship between pattern and meaning is not treated as fixed. The present study supports this view by showing that many adjective + preposition + noun patterns expressing Appreciation occur in more than one construction. This is particularly evident in **ADJ *about* n**, **ADJ *against* n**, **ADJ *as* n**, **ADJ *for* n**, **ADJ *from* n**, **ADJ *in* n**, and **ADJ *to* n**. In these cases, the same formal pattern expresses different evaluative relations depending on the second-level role assigned to the Target and the function of the prepositional phrase. For example, in **ADJ *to* n**, *attractive to investors* is analysed as a Phenomenon–Senser construction, because the *to*-phrase introduces the experiencer who responds to the evaluated entity. By contrast, *critical to success* is analysed as a Carrier–Outcome construction, because the *to*-phrase introduces the outcome for which the evaluated entity is important. This supports Hunston and Su's (2019) view that the relationship between pattern and construction is often one-to-many rather than one-to-one. The present study adds to this by showing that these differences can be described more clearly through transitivity analysis. In other words, surface form alone does not fully explain how evaluative meaning is constructed.

A second important finding is concerned with the value of the two-level analysis. In Hunston and Su's model, the element before the adjective is treated as the Target, while the element following the adjective is treated as the Specifier. Hunston and Su also show that the Specifier can be further refined through labels such as Topic, Role, or Comparator. The present study builds on this by adding a second level of description: after identifying Target and Specifier, the study uses transitivity roles to specify what these elements do within the clause's underlying transitivity relations in each construction. For example, in **ADJ *for* n**, the Target in *unpleasant for the patient* is analysed as Phenomenon, while the *for*-phrase introduces the Senser. In *obligatory for entrance*, the Target is analysed as Requirement, while the *for*-phrase introduces the Purpose. In *damaging for businesses*, the Target is analysed as Actor, while the *for*-phrase introduces the Affected entity. These distinctions show that the same local-grammar roles can be realised through different participant relations. Therefore, a main contribution of the study is to show that transitivity analysis can specify both sides of the adjective pattern: the element evaluated by the adjective and the element introduced by the prepositional phrase.

The findings also show that the meaning groups proposed by Francis et al. (1998) are only partly supported by the data. In some cases, those groups remain stable and continue to provide a useful description of the adjectives involved. In other cases, however, the analysis suggests that they need to be revised. Some groups that are kept separate in Francis et al. (1998) come together, while others divide into distinct constructions once transitivity roles

are taken into account. There are also cases in which the corpus data point to meanings that are not fully captured by Francis et al.'s (1998) grouping but which fit well in the evaluative constructions produced. This makes it necessary to introduce new groups such as 'Significant' and 'Favourable'. There are also cases where the data suggest meanings not fully captured by Francis et al.'s (1998) grouping, such as the 'Effective' group in **ADJ *on* n** (see Section 5.5.3). This suggests that Francis et al.'s (1998) framework can be further specified when adjective patterns are analysed as constructions rather than only as lexical classes.

A further point is concerned with the role of the prepositional phrase. Pattern Grammar already treats patterns such as **ADJ *to* n**, **ADJ *with* n**, and **ADJ *from* n** as meaningful patterns. The present study builds on this by showing that the noun group following the preposition can take different second-level participant roles, depending on the underlying transitivity meaning of the clause as a whole. These roles are not determined by the preposition alone. For example, in *destructive of creativity*, the *of*-phrase is analysed as Affected, because the clause can be re-expressed as *X negatively affects creativity*. By contrast, in *symbolic of life and death*, the *of*-phrase is analysed as Value, because the clause means that *X represents life and death*. Thus, the same preposition can be associated with different roles when the underlying relation is different.

The analysis also shows that there is a regular relationship between construction type and Appreciation subtype. Some constructions tend to occur mainly within one subtype. For example, Carrier–Comparator constructions are usually located within Composition: Balance, as is *consistent with this hypothesis*, because the evaluation concerns the relation between two entities. Similarly, Actor-Affected constructions are typically located within Valuation, as in *damaging to morale* or *destructive of creativity*, because the evaluation concerns the effect of one entity on another.

However, construction type does not determine the Appreciation subtype on its own. The same general participant relation can sometimes support different evaluative meanings depending on the adjective and the clause meaning. For instance, Phenomenon–Senser constructions are not limited to Reaction: Impact. In *attractive to investors* and *distasteful to birds*, the construction is located within Reaction: Quality, because the evaluation concerns whether the Phenomenon is pleasing or displeasing to the Senser. By contrast, *intimidating to children* is located within Reaction: Impact, because it concerns a strong impact. This shows that constructions often relate to particular Appreciation subtypes, but they do not determine them on their own. The subtype is decided by the adjective meaning and by how the whole clause can be re-expressed.

Thus, these findings support the main argument of the thesis that adjective-preposition patterns that realise Appreciation are better understood when analysed as constructions with underlying transitivity roles.

6.3 Transitivity and evaluative constructions

One contribution of this study is that it develops a dual-layer analysis of evaluative constructions. Hunston and Su's (2019) model describes evaluation through the broad structure Target + Hinge + Evaluation + Specifier, and they also show that Specifiers can have more specific functions. The present study builds on this logic by keeping the first layer of evaluative roles, including Target and Specifier, while adding a second layer based on transitivity. This second layer specifies not only the function of the element introduced by the prepositional phrase, but also the functional role of the Target. For example, in *attractive to investors*, the Target functions as Phenomenon and the *to*-phrase introduces the Senser. In *critical to success*, the Target functions as Carrier and the *to*-phrase introduces the Outcome. In this way, the analysis shows how similar structures can involve different participant relations.

A central issue concerns the status of the Target. In Hunston and Su's framework, the element preceding the evaluative adjective is consistently treated as the Target, that is, the entity being evaluated. The present findings support this description at a general level, since this element is what the evaluation is about. However, the analysis also shows that the Target is not always evaluated according to the same function. Across the patterns examined, it may function as Carrier, Actor, Phenomenon, Token, and so on. These differences become clear through the transitivity re-expression tests. Thus, the Target is both stable and variable: it is stable as the entity being evaluated in the local-grammar structure, but variable in the underlying transitivity relations revealed by the re-expression tests.

To illustrate these findings, this section focuses on a small number of selected patterns. These examples show how transitivity analysis helps explain differences that are not visible from the surface pattern alone.

To illustrate this wider point, the discussion now focuses on a small number of selected patterns. The **ADJ *as* n** pattern is a useful example because the same surface form gives rise to three different constructions (see Section 4.4.4). In one construction, the Target functions as Carrier, and the *as*-phrase gives the Role in which it is evaluated, as in *effective as deterrents* (see Table 4.22). In another, the Target functions as Phenomenon, and the *as*-phrase gives the Role in which it prompts a response, as in *beautiful as background* (see Table

4.23). In a third, the Target functions as Token, while the *as*-phrase gives a Value that identifies what kind of entity it is, as in *famous as a recreation area* (see Table 4,24). These examples show that transitivity analysis helps explain whether the Target is evaluated in terms of the role it fills, the response it prompts, or the category it represents.

A similar point emerges even more strongly from the **ADJ *for* n** pattern, which shows the greatest constructional diversity in the data. At the evaluative structure level, the pattern appears straightforward: an adjective is followed by for and a noun phrase. However, the analysis in Section 4.9.4 showed that this pattern identified several constructions, distinguished by the role of the *for*-phrase and by the transitivity function of the Target. For example, in *noticeable for women*, the Target functions as Phenomenon, while the *for*-phrase introduces the Senser (see Table 4.65). In *damaging for businesses*, the Target functions as Actor, while the *for*-phrase introduces the Affected entity (see Table 4.67). In *useful for power training*, the Target functions as Means, while the *for*-phrase introduces the Purpose (see Table 4.69). The *for*-phrase may therefore introduce different roles, including Senser, Affected, Purpose, Beneficiary, Requirer, or Reason. Hence, the *for*-phrase may introduce different roles, including Beneficiary, Requirer, Purpose, Affected, Senser, or Reason. These distinctions help explain why the same surface pattern can express different evaluative relations, including usefulness, necessity, harm, and perceptual impact. The pattern therefore shows especially clearly that the Specifier contributes different participant relations depending on the construction in which it occurs.

The findings for **ADJ *from* n** further reinforce this argument. This pattern gives rise to four distinct constructions (see Section 5.2.4). In the first, the Target functions as Carrier and is evaluated in relation to a Comparator, as in *different from earlier models* (see Table 5.5). In the second, the Target also functions as Carrier, but the *from*-phrase introduces a Source, as in *separate from the main group* (see Table 5.6). In the third, the Target functions as Phenomenon, and the *from*-phrase introduces the Evidence from which it can be recognised or inferred, as in *clear from the results* (see Table 5.7). In the fourth, the Target functions as Affected, while the *from*-phrase introduces a Threat, as in *safe from attack* (see Table 5.8). These differences show that the *from*-phrase cannot be described as a single undifferentiated Specifier. Its function changes according to the construction: it may express comparison, source, evidence, or threat. Transitivity analysis makes these distinctions visible and helps explain the underlying relations in the pattern.

The ADJ in n pattern provides similar evidence and also shows how transitivity helps explain why different lexical meaning groups can come together. Three constructions were

identified in this pattern: Carrier–Facet, Phenomenon–Locus, and Carrier–Process (see Section 5.3.4. This shows, first, that the evaluated entity can function as Carrier or Phenomenon, and second, that the in-phrase can introduce a Locus, Facet, or Process. For example, in *apparent in his every move*, the Target functions as Phenomenon, while the *in*-phrase introduces the Locus in which the Phenomenon becomes visible (see Table 5.17). In *different in kind*, the Target functions as Carrier, while the *in*-phrase introduces the Facet in relation to which difference is assessed (see Table 5.18). In *beneficial in establishing the bond*, the Target functions as Carrier, while the *in*-phrase introduces the Process in which the Carrier works well (see Table 5.19). This is important because some adjective groups that seem different at the lexical level come together in the same Carrier–Process construction. For example, adjectives expressing helpfulness, success, and importance all evaluate whether the Carrier works well or not, or whether it matters, or does not matter in the process introduced by the *in*-phrase. In this way, transitivity does more than identify clause roles. It also helps explain why lexical groups that seem separate in Pattern Grammar may behave similarly at the level of construction.

The same explanatory value can be seen in ADJ to n, where four constructions were identified (see Section 5.7.4). In the Carrier–Beneficiary construction, the Target functions as Carrier, while the *to*-phrase introduces the person or group for whom the Target works well, as in *helpful to parents* (see Table 5.50). In the Actor–Affected construction, the Target has a negative effect on the entity introduced by the *to*-phrase, as in *damaging to morale* (see Table 5.51). In the Carrier–Outcome construction, the Target again functions as Carrier, but the *to*-phrase introduces the Outcome for which the Target is important or useful, as in *critical to success* (see Table 5.52). Finally, in the Phenomenon–Senser construction, the Target prompts a response from the Senser introduced by the *to*-phrase, as in *attractive to investors* (see Table 5.53). These distinctions correspond to different kinds of evaluative meaning. The first three constructions cover Valuation, because they express importance, usefulness, or harm. The fourth is associated with Reaction, since it concerns an experiencer's response. This shows that the labels Target and Specifier are useful at a general level, but they do not fully explain why some cases express benefit, others importance or harm, and others affective response. The transitivity re-expression tests make these differences clearer.

Overall, the findings show that transitivity analysis adds detail to the evaluative construction model in two main ways. First, it extends the description of the Target. The Target remains fixed in the evaluative structure as the entity being evaluated, but the re-expression tests show that it may take different underlying transitivity roles. Second, transitivity analy-

sis extends the description of the element introduced by the prepositional phrase. This element functions as Specifier in the local-grammar or evaluative structure, but the analysis shows that it can express different underlying roles. These distinctions help explain why a single surface pattern can occur in several constructions, and why adjectives from different lexical groups may sometimes share the same constructional relation.

The broader implication is that evaluative constructions combine evaluation with transitivity meaning: they show both what is evaluated and what functional relation the evaluation is based on. The broader implication is that evaluative constructions link evaluation with experiential meaning. Hunston and Su's model captures the fact that evaluation is realised through recurrent grammatical configurations. The present findings build on this by showing that these configurations become clearer when they are linked to transitivity relations. Transitivity does not replace the evaluative construction model; rather, it extends the level of explanation by showing which entity is evaluated, and the functional relation in which that evaluation takes place.

Thus, Transitivity is useful for analysing evaluative constructions because it shows how the evaluated entity and the prepositional phrase function in each case. It helps explain why patterns with the same surface form may express different evaluative relations. This provides a more precise basis for describing the local grammar of Appreciation.

6.4 Revisiting meaning groups through constructional analysis

A second major finding is that the meaning groups proposed by Francis et al. (1998) are useful, but they do not always give the full picture. They help identify broad similarities between adjectives in the same pattern. However, the present analysis shows that adjectives in the same meaning group may behave differently in different constructions, while adjectives from different groups may sometimes share the same construction. This means that Francis et al.'s (1998) meaning groups can be supported, divided, combined, or extended through corpus-based constructional analysis.

6.4.1 Meaning groups that remain stable

In some cases, the findings support the meaning groups proposed by Francis et al. (1998). This shows that the present study builds on the earlier classification rather than rejecting it. When adjectives share both a similar meaning and a similar construction, the original grouping remains useful. In such cases, the semantic intuition behind Francis et al.'s (1998) categories is confirmed by transitivity analysis, as would be expected within the framework of SFL in which meaning differences and structural differences are seen as complementary.

This can be seen in **ADJ *at* n**. The adjectives in this pattern are associated with the 'Good' group and evaluate performance in relation to an activity. They occur in the Actor–Action construction and are located within Valuation. Here, the meaning group and the constructional analysis support each other.

A similar point can be made for some uses of **ADJ *by* n**. Adjectives such as *apparent*, *obvious*, and *recognisable* correspond to the 'Recognisable' group and occur in the Phenomenon–Evidence construction. In these cases, the *by*-phrase introduces the evidence or means by which the Phenomenon can be recognised.

These examples show that constructional analysis does not always change earlier meaning groups. Rather, it helps show which groups are strongly supported by the corpus data and which need further specification.

6.4.2 Meaning groups that split

While the previous section discussed meaning groups that align closely with particular constructions, this section focuses on cases where the correspondence is less direct. In these cases, Francis et al.'s (1998) meaning groups remain useful as broad semantic categories, but they need further specification when examined through transitivity analysis. Adjectives from the same meaning group may occur in different constructions, while adjectives from different meaning groups may sometimes share the same construction.

This can be seen in **ADJ *for* n**. Francis et al. (1998) group the relevant adjectives into meaning groups such as 'Good', 'Suitable', 'Compulsory', 'Famous', 'Useful', and 'Vital'. The present analysis shows that these groups are useful, but they do not always map directly onto one construction. For example, some adjectives occur in Carrier–Beneficiary constructions, others in Means–Purpose constructions, and others in Phenomenon–Reason constructions. The analysis therefore adds functional detail to the broad meaning groups.

The same applies to **ADJ *from* n**, where some meaning groups are split across constructions. In the 'Different' group, *different*, *dissimilar*, and *distinct* are analysed as Carrier–Comparator, while *separate* is analysed as Carrier–Source. A similar split appears in the 'Indistinguishable' group: *distinguishable* and *indistinguishable* involve recognition or comparison, whereas *detachable* and *indivisible* involve separation. This shows that these meaning groups remain useful, but need further functional detail when transitivity roles are considered.

6.4.3 Meaning groups that merge

Some meaning groups that are separate in Francis et al. (1998) come together when they are analysed as constructions. This means that adjectives from different groups can share the same constructional relation, even though their specific meanings are not identical.

A clear example is **ADJ *in* n**. The Carrier + Hinge + Appreciation + Process construction brings together adjectives from the 'Helpful', 'Important', and 'Successful' groups. In this construction, the *in*-phrase introduces the Process. The adjectives evaluate whether the Carrier helps, does not help, matters, or does not matter in that process.

A similar case is found in **ADJ *as* n**. The Carrier + Hinge + Appreciation + Role construction brings together adjectives from the 'Important' group and many adjectives in the 'Marvellous' group. In this construction, the *as*-phrase introduces the Role in which the Target is evaluated. Adjectives such as *important*, *necessary*, and *suitable* evaluate the value or necessity of the Target in that role, while adjectives such as *effective* and *useful* evaluate its performance or usefulness.

Another case in **ADJ *from* n**. The Affected + Hinge + Appreciation + Threat construction provides another example of convergence. It brings together adjectives from Francis et al.'s (1998) 'Defenceless' and 'Safe' groups. In examples such as *defenceless against criticism*, *safe against minor chips and abrasions*, and *secure against the smell*, the Target is evaluated as an entity that may or may not be affected by a threat introduced by the *against*-phrase.

This suggests that although adjectives in these cases differ semantically, construction analysis shows they share a broader meaning, which is sufficient to group them together rather than split them.

6.4.4 Implications

These findings show that Francis et al.'s (1998) meaning groups are best understood as a useful descriptive starting point rather than as a final semantic taxonomy. Some groups remain stable and are supported by the corpus evidence. Others split into different constructions once participant roles and process types are considered. Some groups converge because adjectives from separate meaning groups share the same constructional relation.

The broader implication is that meaning groups based on broad semantic classification should be checked against constructional evidence. This makes it possible to revise them based on corpus data. Such revision does not weaken their value. Rather, it makes them more useful by showing which categories are well supported, which are too broad, and which need

further refinement. The present study therefore argues that evaluative meaning is best explained by combining lexical semantics with transitivity analysis in a two-level constructional model.

6.5 The role of the prepositional phrase in evaluative constructions

A further finding concerns the role of the prepositional phrase in adjective–preposition constructions. The analysis does not treat the preposition as carrying evaluative meaning on its own. Rather, it shows that the prepositional phrase helps specify the relation on which the evaluation is based. This relation may concern an activity, role, comparator, source, evidence, beneficiary, affected entity, threat, or process, depending on the construction.

This can be seen in patterns such as **ADJ *at* n** and **ADJ *as* n**. In **ADJ *at* n**, the *at*-phrase introduces the activity in relation to which the Target is evaluated, as in *effective at solving problems*. In **ADJ as n**, the *as*-phrase introduces the role or identity in which the Target is evaluated, as in *effective as a deterrent* or *important as a foundation*. In both cases, the prepositional phrase helps specify the basis of the evaluation.

Other patterns show that the same prepositional form can support different constructional relations. For example, in **ADJ *from* n**, the *from*-phrase may introduce a Comparator, Source, Evidence, or Threat. In **ADJ *in* n**, the *in*-phrase may introduce a Locus, Facet, or Process. In **ADJ *to* n**, the *to*-phrase may introduce a Beneficiary, Outcome, Affected entity, or Senser. These differences have already been discussed in the preceding sections, but they support the same general point that the evaluative relation is shaped by the whole construction, not by the adjective alone.

Overall, the findings show that the prepositional phrase helps show **how** the evaluated entity is related to the following element. This supports the main argument of the thesis that evaluative meaning arises from the whole construction, including the adjective, the prepositional phrase, and the participant roles.

6.6 Prepositional patterns, participant roles, and Appreciation subtype

A further finding is that the relationship between adjective–preposition patterns and Appreciation subtype is not random. The preposition helps open up a limited set of semantic relations, and these relations are further specified through transitivity analysis. This means that particular prepositional patterns tend to introduce particular kinds of participant roles, which in turn are associated with particular kinds of evaluation.

For example, *from* often introduces different kinds of source. In **ADJ *from* n**, the *from*-phrase may introduce Evidence, as in *obvious from the data*; a Comparator, as in *different from earlier results*; or a Threat, as in *safe from attack*. These roles are linked to different Appreciation subtypes. When the *from*-phrase introduces Evidence, the evaluation is associated with Composition: Complexity, because it concerns whether the entity is clear, obvious, or recognisable: in Martin and White's terms, 'Is it easy to follow?' When the *from*-phrase introduces a Comparator, the evaluation is associated with Composition: Balance, because it concerns whether the entity is similar, different, or distinct: 'Did it hang together?' When the *from*-phrase introduces a Threat, the evaluation is associated with Valuation, because it concerns whether the entity is safe, protective, or useful: 'Was it worthwhile?' Thus, the role introduced by the *from*-phrase helps explain why the same pattern may be associated with different Appreciation subtypes.

A similar point can be made for about, which often introduces a Topic. In patterns such as **ADJ *about* n**, the post-adjectival phrase identifies what the information is about. As a result, adjectives such as clear, precise, vague, informative, and conflicting tend to evaluate the quality of information in relation to a topic. These patterns are therefore often associated with Composition: Complexity, 'Is it easy to follow?'

Other prepositions support different tendencies. In **ADJ *at* n**, the *at*-phrase introduces an activity, so the evaluation is usually concerned with performance or ability, as in *good at maths* or *effective at solving problems*. This pattern is therefore associated with Valuation, because the evaluation asks whether the Target is effective, capable, or useful in relation to the activity. In **ADJ *to* n**, the *to*-phrase may introduce a Beneficiary, Outcome, Affected entity, or Senser. Beneficiary and Outcome relations are usually associated with Valuation, because they evaluate whether the entity is useful, important, or suitable. Affected relations are also associated with Valuation, because they evaluate harmful or damaging effects. By contrast, Senser relations are associated with Reaction, because they evaluate emotional or perceptual response, as in *attractive to investors* or *intimidating to children*.

These examples show that the link between prepositional patterns and the Appreciation subtype depends on participant roles. The preposition does not decide the subtype on its own, and the adjective alone is not enough. Instead, the subtype depends on how the adjective, the prepositional phrase, and the participant roles work together in the construction.

6.7 Implications for the local grammar of evaluation

The findings of this study have important implications for the development of a local grammar of evaluation because they show how evaluative meanings can be described more systematically. The analysis shows that adjective–preposition patterns are not only repeated grammatical forms; they are recurring constructions that help organise evaluation. This supports Hunston and Su's (2019) view that evaluation is patterned through grammar, but it also extends this view by showing that the roles introduced by the prepositional phrase need to be included in the description.

However, the study also shows that evaluative structure alone is not enough because the same adjective–preposition pattern can express different evaluative relations. For example, **ADJ *in* n** may evaluate clarity in a context, comparison in a particular respect, or usefulness in a process. These differences are not visible from the surface pattern alone. They become clear only when the role of the prepositional phrase is analysed. For this reason, a local grammar of evaluation should describe both the repeated form and the participant roles that explain how the evaluation is constructed.

A key contribution of the present study is that it shows how transitivity can add a second level of explanation to local grammar. The evaluative structure of Target, Hinge, Evaluation, and Specifier remains useful. However, it becomes more precise when linked to transitivity roles such as Carrier, Actor, Means, Phenomenon, Affected, and to more specific functions such as Outcome, Comparator, Evidence, Purpose, Threat and so on. This helps explain how evaluative meaning is structured in actual use.

The findings also show that evaluation is not carried by the adjective alone. It emerges from the interaction between adjective meaning, the prepositional phrase, and participant roles. For example, *from* can introduce Evidence, Comparator, Source, or Threat, and these roles are associated with different kinds of evaluation. Similarly, *about* often introduces Topic, which supports evaluations of clarity, specificity, and information quality. This shows that evaluation is best understood as a lexicogrammatical phenomenon rather than a purely semantic one.

In addition, Appraisal theory provides a useful basis for classifying the evaluative meanings identified in the local grammar analysis. In particular, Martin and White's probes help distinguish between Reaction, Composition, and Valuation, so that the Appreciation subtype is not assigned only on the basis of the adjective or the construction. For example, Beneficiary, Outcome, Threat, and Affected relations are usually associated with Valuation, because they concern usefulness, importance, or harmful effect.

Finally, the study suggests that meaning groups should be treated as flexible and revisable rather than fixed. Some groups remain stable, while others split or converge when tested against corpus evidence. More importantly, constructional analysis requires a reanalysis of these meaning groups, because adjectives that appear similar at a broad semantic level may behave differently in construction, while adjectives from different groups may share the same constructional relation. A local grammar of evaluation should therefore be based not only on semantic groupings, but also on recurring constructions and the participant roles they involve.

Overall, the study argues that a stronger local grammar of evaluation can be built by combining the evaluative structure, the transitivity structure, and the categories of Appraisal meaning. These provide a fuller and more systematic explanation of how evaluative meaning is realised in language.

7 CONCLUSION

7.1 Introduction

This thesis extends Hunston and Su's (2019) work on evaluative constructions by focusing on adjective–preposition patterns that realise Appreciation. Its main aim is to develop a more detailed account of these patterns through a two-level analysis: one level labels the elements according to their relations within the semantics of evaluation (Target, evaluation and Specifier); while the second layer, building on Hunston and Su's (2019) functional distinctions between specifier roles, labels the elements according to their underlying relations in transitivity (i.e. what is the role for which the Target is being evaluated). In doing so, the thesis aims to build constructions within the area of Appreciation and contribute to the development of a local grammar of Appreciation

7.2 Summary of the overall findings

This thesis has shown that adjective–preposition patterns realising Appreciation can be described more precisely through a two-level constructional analysis. The study builds on Hunston and Francis's (2000) Pattern Grammar, which shows that patterns are associated with meanings, and on Hunston and Su's (2019) local grammar of evaluation, which describes evaluative constructions through the evaluative structure of Target, Hinge, Evaluation, and Specifier. The contribution of the present study is to add a second level of transitivity analysis to Hunston and Su's (2019) evaluative structure.

This second level makes it possible to describe the participant roles involved in more detail. The Target remains stable as the entity being evaluated, but it may function more specifically as Carrier, Actor, Means, Phenomenon, Token, Affected and so on. The element introduced by the prepositional phrase can also be specified through roles such as Role, Evidence, Comparator, Outcome, Purpose, Threat and so on. In this way, the study extends Hunston and Su's evaluative structure by showing how evaluative constructions within Appreciation can be analysed more delicately through SFL transitivity roles.

The findings also show that Francis et al.'s (1998) meaning groups are useful descriptive starting points, but they should not be treated as fixed categories. Some groups are sup-

ported by the corpus evidence, while others split or converge when analysed as constructions. This shows that meaning groups can be tested and refined through corpus-based constructional analysis.

Finally, the study shows that the Appreciation subtype is linked to the interaction between adjective meaning, the prepositional phrase, and participant roles. Appraisal theory provides the criteria for distinguishing Reaction, Composition, and Valuation, while transitivity helps explain why particular constructions tend to realise particular subtypes. Overall, the thesis contributes to a more precise local grammar of Appreciation by combining Pattern Grammar, local grammar, transitivity analysis, and Appraisal theory.

7.3 Research questions answered

This thesis set out to answer three main research questions. The answers to these questions are summarised below.

RQ.1 How can adjective–preposition patterns that realise Appreciation be described as constructions?

This question has been answered by showing that these patterns can be described through a two-level analysis. At the first level, they can be analysed using Hunston and Su's (2019) evaluative construction framework. At the second level, transitivity analysis provides a more detailed account of both the Target and the Specifier.

RQ.2 How can the meaning groups identified by Francis et al. (1998) be developed through a corpus-based constructional analysis of evaluative meaning?

This question is answered by showing how the meaning groups identified by Francis et al. (1998) can be developed through a corpus-based constructional analysis of evaluative meaning. The analysis shows that some constructions correspond closely to the earlier meaning groups, while a more detailed analysis of evaluative meaning distinguishes meanings that are grouped together in Francis et al. (1998), or brings together meanings that are represented separately. These differences arise from the more systematic incorporation of evaluative meaning into the analysis of grammatical patterns. The findings therefore build on Francis et al. (1998) by using their meaning groups as a structural starting point for a more detailed constructional account of adjective-preposition patterns that realise Appreciation.

RQ.3 How does this analysis contribute to the development of a local grammar of Appreciation?

This question has been answered by showing that a local grammar of Appreciation can be described more precisely when surface patterning is linked to transitivity and Appraisal. The findings demonstrate that evaluative meaning depends not only on recurring grammatical form, but also on the role of the evaluated entity, the contribution of the preposition, and the subtype of Appreciation realised. In this way, the thesis contributes to the development of a more detailed and explanatory local grammar of Appreciation.

7.4 Contribution of the study

This descriptive corpus-based study makes several contributions to the analysis of evaluative language, local grammar, and the description of Appreciation.

7.4.1 Contribution to local grammar

This study contributes to research on local grammar by showing that the analysis of recurring grammatical patterns can be enriched by identifying the functions realised within evaluative constructions. By combining local grammar functional labels with SFL transitivity roles, the two-level analysis provides a more precise account of the relationship between grammatical patterns and evaluative meaning.

7.4.2 Contribution to a local grammar of Appreciation

More specifically, the study contributes to the development of a local grammar of Appreciation. Extending Hunston and Su's (2019) framework through a two-level analysis shows how adjective–preposition patterns that realise Appreciation can be described more precisely. The analysis demonstrates how these patterns can be described in relation to both transitivity roles and Appreciation subtypes. This gives a more precise account of the functions realised within evaluative constructions.

7.4.3 Establishing a framework for future work on Judgement and Affect

This study focuses on Appreciation and provides a basis for future research on Judgement and Affect. These systems have been examined in previous Appraisal research, but not through the integrated framework used here. Applying this framework to Judgement and Affect would allow the three attitudinal systems to be compared using the same method and

would make it possible to examine whether particular constructions are associated with particular types of evaluation.

7.5 Limitations of the study

Like any research, this study has a number of limitations. First, its scope is limited to Appreciation, and it does not examine the other main systems of attitude in Appraisal theory, namely Judgement and Affect. This focus made it possible to analyse Appreciation in detail, but it also means that the findings cannot be assumed to apply to evaluation in general.

Second, the study focuses only on adjective complementation patterns in which the adjective is followed by a prepositional phrase. This means that other adjective complementation patterns, such as those followed by clauses (e.g. a that-clause, to-infinitive clause, *wh*-clause, -ing clause) or patterns with *it* or *there*, were not included. As a result, the thesis offers a detailed account of one area of adjective patterning rather than a complete account of all grammatical realisations of Appreciation.

Third, the analysis relies on data from the British National Corpus. Although the BNC provides a valuable source of naturally occurring English, it represents a particular variety and period of language use. The findings, therefore, should be understood in relation to this corpus and may not fully reflect patterns in other varieties of English, more recent data, or different discourse settings.

Finally, the study is limited by the scope of the data selected for analysis. It focuses on those adjective–preposition patterns identified as realising Appreciation, and the analysis is based on the corpus evidence available for those patterns. This means that some less frequent patterns or marginal cases may not have been fully captured.

7.6 Suggestions for future research

This study opens up several directions for future research. First, future work could apply the same framework to other adjective patterns beyond adjective–preposition combinations. These may include patterns followed by clauses, such as *that*-clauses, *to*-infinitive clauses, *wh*-clauses, and *-ing* clauses, as well as patterns with *it* and *there*. Since these patterns were also discussed by Hunston and Su (2019), analysing them through the same two-level framework would make it possible to see whether similar links can be found between constructional roles, transitivity relations, and evaluative meaning.

A second direction would be to extend the analysis beyond Appreciation to the other attitudinal systems in Appraisal theory, especially Judgement and Affect. The present study has focused on Appreciation because it is concerned with evaluations of things, processes,

texts, and phenomena. However, the same method could be applied to Judgement, which evaluates behaviour, and Affect, which evaluates feelings. This would show whether the two-level analysis developed in this study can also provide a more precise account of other types of evaluation.

More importantly, once Appreciation, Judgement, and Affect have been described using the same method, it would become possible to compare them systematically. Future research could examine whether particular constructions, participant roles, or prepositional patterns are more strongly associated with one type of evaluation than another. This could also be tested statistically in a larger corpus. Such work would help show whether the correlations suggested in the present study are specific to Appreciation or whether they reflect broader patterns in the grammar of evaluation.

This therefore represents a promising direction for future research. The present study has shown that transitivity can add useful detail to the local grammar of Appreciation. Extending the same approach to other evaluative systems would make it possible to build a fuller local grammar of evaluation, one that accounts not only for how Appreciation is realised, but also for how it relates to Judgement and Affect.

A further recommendation for future research is to use inter-coder reliability when classifying examples. Since the analysis involves interpretative decisions in identifying Appreciation and assigning functional categories, future studies could involve an additional coder and report inter-coder agreement. This would provide another way to assess the reproducibility of the analytical procedure.

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